

INTERNATIONAL ASSOCIATION
OF SCHOOL LIBRARIANSHIP



13TH ANNUAL CONFERENCE PROCEEDINGS

JULY 30 - AUGUST 3, 1984
HONOLULU, HAWAII

SCHOOL LIBRARIES/MEDIA CENTERS: PARTNERS IN EDUCATION

P R O C E E D I N G S

of the Thirteenth Annual Conference

International Association of School Librarianship

IASL Hawaii Conference
July 30 - August 3, 1984

The Kamehameha Schools/
Bernice Pauahi Bishop Estate

Honolulu, Hawaii

Compiled and Edited
by
Ira W. Harris

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

International Association
of School Librarianship
Post Office Box 1486
Kalamazoo, Michigan
4 9 0 0 5

CONTENTS

	Page
P A R T O N E Conference Overview	1
THE IASL HAWAII CONFERENCE	3
CONFERENCE CO-HOSTS	5
IASL OFFICERS AND DIRECTORS, 1984	7
IASL HAWAII CONFERENCE PLANNING COMMITTEE	9
CONFERENCE PROGRAM	11
PRESENTERS AND OTHER PROGRAM PARTICIPANTS	21
STUDY SESSION PRESIDERS	29
CONFERENCE PARTICIPANTS	31
 P A R T T W O The Conference Papers	 39
STRENGTHENING THE FOUNDATIONS FOR TEACHER- LIBRARIANSHIP, Ken Haycock, Keynote Speaker	 41
THE JOINT-USE PHENOMENON: A POSITIVE APPROACH, James G. Dwyer	 61
PARTNERS IN SERVICE: SCHOOL AND PUBLIC LIBRARIES Mitsuko Ōmori	 83
PARTNERS IN SERVICE: SCHOOL AND PUBLIC LIBRARIES THE GUAM SCENE, Harry Y. Uyehara	 91
BRITANNIA <u>IS</u> DIFFERENT: A COOPERATIVE SCHOOL - PUBLIC LIBRARY IN THE 80's, Sharon Walliser and Janet Renouf	 99

	Page
DEVELOPING THE SCHOOL RESOURCE CENTRE PROGRAM-- A SYSTEMATIC APPROACH, Carol-Ann Haycock	133
NATIONAL STANDARD CURRICULUM FOR LIBRARY SKILLS INSTRUCTION IN JAPAN: DEVELOPMENTS AND CONTENTS, Mieko Nagakura	149
PARTNERS IN READING ALOUD: MEMBERS OF THE HAWAII ASSOCIATION OF SCHOOL LIBRARIANS READ TO STUDENTS, GRADES K-6, Chow Loy Tom	167
COOPERATIVELY PLANNED AND TEAM TAUGHT PROGRAMS IN THE PRIMARY GRADES, Joan Harper	207
MEDIA SERVICES AND THE USE OF MEDIA IN SCHOOLS, BASED ON PARTNERSHIP IN EDUCATION AS PRACTISED IN THE PROVINCE TRANSVAAL, R.S.A, J. C. Pretorius	213
INTRODUCING BOOKS CREATIVELY, Mary Ann Paulin	225
THE "CHILDREN AS AUTHORS" PROJECT IN HAWAII, Violet H. Harada	229
JAPANESE SCHOOL LIBRARIES: PARTNERS IN TEACHING READING, Jean Wobbe	245
PARTNERS IN TEACHING IN THE ELEMENTARY SCHOOL, Lois Lum and Karen Muronaga (Outline)	267
THE TEACHER, THE LIBRARIAN, AND THE FOREIGN STUDENT: PARTNERS IN OVERCOMING LIBRARY SKILLS DEFICIENCIES, Stephen R. Simpson	269

	Page
MYTHS AND LEGENDS OF HAWAII: SOURCES FOR THE STORYTELLER, Therese Bissen Bard	291
INFORMATION MANAGEMENT AND RETRIEVAL IN AUSTRALIAN SCHOOL LIBRARIES, Georgina Cane	301
LEARNING AND MANAGING WITH MICROCOMPUTERS: A NEW ROLE FOR THE SCHOOL LIBRARIAN, Carol Truett	313
CANADA'S TELIDON VIDEOTEX TECHNOLOGY AND ITS POTENTIAL FOR SCHOOL LIBRARY MEDIA CENTRES, Patricia Blackburn	319
NATIVE HAWAIIAN EDUCATION ASSESSMENT PROJECT: A COMPREHENSIVE COMMUNITY EFFORT, Jim Brough	325
FROM DESK TO BLACKBOARD: A PRACTITIONER'S APPROACH TO TEACHING REFERENCE, Threasa Wesley and Nancy Campbell	337
SCHOOL LIBRARIES IN KENYA AND THE AVAILABILITY OF SUITABLE LOCALLY PUBLISHED LITERATURE: PROBLEMS AND PROSPECTS, Peter G. Mwathi	345
FIRST LANGUAGE COLLECTIONS IN ELEMENTARY SCHOOL LIBRARIES: DO THEY INTERFERE WITH THE ACQUISITION OF ENGLISH? Ken Walters	357
YUMA YARNSPINNERS: VOLUNTEER STORYTELLERS, Sandy Lobeck	371
DEVELOPING AND UTILIZING BILINGUAL/MULTICULTURAL MATERIALS, Karen J. Oshiro (outline).	375
E A'O HAWAI'I MAI KĀKOU, Robert Michael Lokomaika'iokalani Snakenberg	377

INNOVATIVE MANAGEMENT: STRATEGIES IN REACHING OUT THROUGH EFFECTIVE PUBLIC RELATIONS AND MARKETING, Arlene Luster	387
ACTION AND REACTION: HOW TO BECOME AN INTEGRAL PART OF THE TOTAL SCHOOL ENVIRONMENT, Valerie J. Downes	391
THE FUTURES OF LIBRARIES IN A RESTRUCTURING WORLD, Jim Dator	397
P A R T T H R E E Association Reports and Related Material	
MINUTES OF THE ANNUAL GENERAL ASSEMBLY	411
PRESIDENT'S REPORT 1984	413
REPORT OF IASL EXECUTIVE SECRETARY 1983-1984	417
COMMITTEE CHAIR ROSTER 1983-84	419
FINANCIAL REPORT - IASL	422
Proposed Budget 1984-85	423
WCOTP GREETINGS TO IASL	425
REPORT OF THE RESEARCH AND STATISTICS COMMITTEE, 1984	427
An Analysis of IASL Conference Attendance	431
IASL/UNESCO GIFT BOOK PROGRAM	432
REPORT OF THE NOMINATING COMMITTEE	439
	440

PREFACE

The published proceedings of a conference can provide the world at large with a permanent record of significant contributions to scholarship in the subject field, and can refresh the memories of those who attended.

Such a publication, however, is an inadequate substitute for the event itself. This is particularly true of this conference, and evidently of IASL past conferences; presentations that are primarily audiovisual cannot be captured, and generally presentations that were not created as formal papers (and a few that were, but were not submitted) are unavailable for inclusion. Conference registrants will find as well several papers whose accompanying visual and other supplementary materials have not been included. Such materials may be available from the authors, who should be contacted directly by interested parties. In order to facilitate access to as many such presentations as possible, topical outlines and/or summaries have also been included if they were submitted. Authors' positions and/or institutional affiliations are shown in a separate list rather than with their papers. Authors' names appear in the form submitted. Papers are arranged in the order given.

No effort of this nature is ever as easily accomplished nor as promptly concluded as its editor first envisions. Without the help and encouragement of members of the HASL planning committee, the graphic production skills of Mrs. Toni Brown, and the invaluable editorial assistance of Mrs. Dolores Springer, the task would have seemed impossible. Their aid is most gratefully acknowledged.

March, 1985
Honolulu, Hawaii

Ira W. Harris



Digitized by the Internet Archive
in 2019 with funding from
University of Alberta Libraries

PART ONE

Conference Overview

THE IASL HAWAII CONFERENCE

The thirteenth annual conference of the International Association of School Librarianship was held in Honolulu, Hawaii, from July 30 to August 3, 1984. Although some members had visited Hawaii several years ago on a post-conference tour, this was the first full conference of the Association to be held in the fiftieth state of the United States. The timing of the occasion was especially appropriate, since 1984 was the twenty-fifth anniversary year of statehood for Hawaii.

The Hawaii Association of School Librarians was the official host organization for the conference. Supporting co-hosts included the Kamehameha Schools, the Hawaii State Department of Education, its Multimedia Services Branch and its Public Library System, and the University of Hawaii's Graduate School of Library Studies and its College of Education. The World Conference of Organizations of the Teaching Profession, with which IASL is affiliated, was officially represented by Ken Haycock, who conveyed greetings from Jim Killeen, President, and Norman Goble, Secretary General of WCOTP.

Hawaii's location in the Central Pacific has endowed it with a uniquely international character, appropriately reflected in the representation at this conference. The mountainside campus of the Kamehameha Schools welcomed 195 representatives from seven nations on four continents, six island nations, and two island territories, worldwide. This diverse group came together to share common concerns embodied in the conference theme: "School Libraries/Media Centers: Partners in Education." An inclusive structure for the many papers and presentations was provided by the five sub-themes:

Partners in Service: School and Public Libraries

Partners in Teaching: Library Study Skills, Reading
and Literature

Partners in Reading

Partners in Learning: Schools and the Community

Partners in Understanding

An unusual feature of the program was a teleconference via satellite transmission with Australia. The substance of Georgina Cane's paper was transmitted from Australia during this session and is included in the conference proceedings.

In addition to the program sessions, participants toured representative libraries and educational facilities on Oahu, attended a reception, an author luncheon, a picnic supper on the grounds of Iolani Palace, and a Hawaiian supper with local and international entertainment, the most remarkable of which was provided by the delegates themselves.

The IASL Hawaii Conference provided a valuable opportunity for librarians and educators of many different nations and cultures to communicate with one another person-to-person. The several organizational meetings, the ceremonial functions, the tours, and the unstudied interaction among participants were all important aspects of this conference, recorded in varying degrees. It is the content of the formal papers, however, that is best preserved; these papers constitute the major portion of the conference proceedings.

The 1985 annual conference of IASL will be held in Kingston, Jamaica, July 28 to August 2. The conference theme will be "Libraries and Information: Towards a Policy for Schools." Another island locale, another opportunity for colleagues from around the world to work together.

CONFERENCE CO-HOSTS

To the following co-hosts we owe our heartfelt thanks for their active support and participation in this Conference:

The Kamehameha Schools

President

Mr. Jack Darvill

Director, Campus Programs

Mr. Robert Springer

Department of Education, State of Hawaii

Office of the Superintendent

Mr. Francis Hatanaka, Superintendent

Multimedia Services Branch

Mrs. Patsy Izumo, Director

Public Library System

Mr. Bartholomew Kane, State Librarian

University of Hawaii

Graduate School of Library Studies

Dr. Miles Jackson, Dean

College of Education

Dept. of Educational Communications and Technology

Dr. Geoffrey Kucera, Chairman

Curriculum Research and Development Group

Dr. Arthur King, Director

IASL OFFICERS AND DIRECTORS, 1984

President	Michael J. Cooke, Wales, U.K.
Vice-President	John G. Wright, Alberta, Canada
Treasurer	Anne Shafer, Illinois, U.S.A.
Executive Secretary	Jean E. Lowrie, Michigan, U.S.A.
Director	Mieko Nagakura, Japan
Director	David Elatoruti, Nigeria
Director	Axel Wisbom, Denmark
Director	Val Packer, Australia
Director	Nelson Trujillo, Venezuela
Director	Shirley Coulter, Canada

IASL HAWAII CONFERENCE PLANNING COMMITTEE

Coordinators	*Myrna Nishihara *Kay Nagaishi
Program	*Toyo Nakamura Violet Harada Edna Hurd Gail Fujimoto Florence Yee
Tours (School Library)	Jane Kurahara Irene Zane
Film Program	Beth Madinger
Presiders-Coordinator	Beverly Fujita
Local Arrangements	*Nona Minami *Janice Williams
Equipment and Physical Settings	Clara Okamura
Exhibits	Glenn Kawatachi
Hospitality	Alma Nagao Nora Uratani
Printing and Duplication	Toni Brown
Proceedings	Ira Harris
Program Booklet Compiler	Edith Sakai
Publicity	Ruth Petrowski
Registration	Kathleen Thorp Grace Fujiyoshi
Special Event/Meals	Beth Madinger
Transportation	Nellie Lum Julie Tomomitsu
Treasurer/Finance	*Jocelyn Nishihara
Secretary	*Annette Morishige

* Coordinating Committee Members

CONFERENCE PROGRAM

PROGRAM OF EVENTS

IASL Hawaii Conference 1984
Thirteenth Annual Conference
The Kamehameha Schools
Midkiff Learning Center
Honolulu, Hawaii USA
July 30 - August 3, 1984

Theme: School Libraries/Media Centers: Partners in Education

Sunday, July 29

12:00 Noon Check in - Midkiff Learning Center
Registration - Midkiff Learning Center
6:00 Dinner - Akahi Dining Hall

Monday, July 30

Sub-theme: Partners in service: School and public libraries

7:30 A.M. Registration - Midkiff Learning Center
8:30 - 10:25 Plenary session - Kaahumanu Auditorium
Presiding: Myrna Nishihara, Conference Co-coordinator,
Honolulu, Hawaii, USA
Aloha - Kay Nagaishi, President, Hawaii Ass'n of School
Librarians and Conference Co-coordinator,
Honolulu, Hawaii, USA
Greetings - Michael J. Cooke, President, International
Association of School Librarianship (IASL),
Wales, Great Britain
Assembly of Associations - Official Representatives.
John G. Wright, Vice-President, IASL, Edmonton,
Alberta, Canada
Welcome - Co-Hosts:
The Kamehameha Schools
Jack Darvill, President
Robert Springer, Director of Campus Programs
Department of Education, State of Hawaii
Francis M. Hatanaka, Superintendent of
Education
Department of Education, Public Library System,
State of Hawaii
Bartholomew A. Kane, State Librarian

Program of events (cont.)

University of Hawaii, Graduate School of
Library Studies

Dr. Miles M. Jackson, Dean

University of Hawaii, College of Education

Dr. Arthur King, Director, Curriculum
Research and Development Group

Dr. Geoffrey Z. Kucera, Professor and
Chairman, Department of Education and
Technology

The Kamehameha Schools slide show:

The legacy of a princess

Robert Springer, Director of Campus Programs,
Honolulu, Hawaii, USA

Introduction of special guests - Kay Nagaishi

The Honorable John Waihee, Lieutenant Governor,
State of Hawaii

The Honorable Eileen R. Anderson, Mayor of the
City and County of Honolulu, Hawaii

Introduction of keynote speaker - John G. Wright, Edmonton,
Alberta, Canada

Keynote Speaker: Ken Haycock, Vancouver, British Columbia,
Canada

Title: Strengthening the foundations for teacher-
librarianship

Announcements

10:25 - 10:45 Coffee/Tea Time - Midkiff Learning Center Lanai

10:45 - 12:00 Study session A - Midkiff Learning Center

1. A menu of services. Brenda Freitas-Obregon and Nyla L. Fujii, Honolulu, Hawaii, USA Room 201
2. Sharing island style doubles the benefits: The community-school library in Hawaii. Donna Marie Garcia, Lihue, Kauai, Hawaii, USA Room 20
3. The joint-use phenomenon: A positive approach. James G. Dwyer, Adelaide, South Australia, Australia Room 119
4. Partners in service: School and public libraries. Mitsuko Omori, Hyogo-ken, Japan Room 203
5. Partners in service: School and public libraries - the Guam scene. Dr. Harry Y. Uyehara, Mangilao, Guam Room 104
6. Britannia IS different: School-public libraries in the 80's. Sharon Walisser and Janet D. Renouf, Vancouver, B.C., Canada Room 102

Program of events (cont.)

12:00 - 1:30 Lunch - Akahi Dining Hall

1:30 - 2:45 Study session B - Midkiff Learning Center

Sub-theme: Partners in teaching: Library study skills, reading and literature

1. Developing a school-wide, integrated resource-based program. Carol-Ann Haycock, Vancouver, British Columbia, Canada Room 203
2. National standard curriculum for library skills instruction in Japan: Development and contents. Mieko Nagakura, Tokyo, Japan Room 119
3. Partners in reading aloud: Prose and poetry members of the Hawaii Association of School Librarians read to students, grades K - 6. Dr. Chow Loy Tom, Denver, Colorado, USA Room 201
4. Co-operatively planned programs in the primary grades. Joan E. Harper, Vancouver, B.C., Canada Room 102
5. Media services and the use of media in schools based on partnership in education as practised in the Province Transvaal, RSA. Johanna C. Pretorius, Pretoria, Republic of South Africa Room 20

2:45 - 3:15 Coffee/Tea Time - Midkiff Learning Center Lanai

3:15 - 5:00 IASL Committees meeting time - Midkiff Learning Center
Rooms 102, 104, 105

Dialogue: Delegate-initiated discussions, exchange of ideas
Midkiff Learning Center - Room 201

Films, tapes - Midkiff Learning Center Listening/Viewing Area
*Annotations on last page of Program of Events

Map of Hawaii: Hawaii's origin, land and climate. 18 min.

Fire under the sea: The origin of pillow lava. 20 min.

The Humpback whale, winter a time for singing. 21 min.

Artifacts of old Hawaii. 11 min.

Coordinator: Beth Madinger, Honolulu, Hawaii, USA

5:30 - 8:00 Opening reception - wine and pupus. The Kamehameha Schools
Administration Building Lanai
Conference co-hosts, community leaders, delegates
Presiding: Kay Nagaishi, Honolulu, Hawaii USA

Program of events (cont.)

Tuesday, July 31Sub-theme: (continued from Monday afternoon)Partners in teaching: Library study skills, reading and literature

7:30 A.M. Registration - Midkiff Learning Center

8:30 - 9:45 Plenary session - Kaahumanu Auditorium
 Presiding: Myrna Nishihara, Honolulu, Hawaii, USA
 Introduction of speaker: Dr. Jean E. Lowrie, Kalamazoo, Michigan, USA
 Speaker: Mary Ann Paulin, Marquette, Michigan, USA
 Title: Introducing books creatively

Announcements

9:45 - 10:15 Coffee/Tea Time - Midkiff Learning Center Lanai

10:15 - 11:30 Study session A - Midkiff Learning Center

1. Children as authors. Dr. Violet Harada, Honolulu, Hawaii, USA Room 201
2. Japanese school libraries - Partners in teaching reading. Jean Wobbe, Tracy, California, USA Room 20
3. Partners in teaching: The teacher and librarian working together. Karen Muronaga and Lois Lum, Honolulu, Hawaii, USA Room 203
4. The teacher, the librarian, and the foreign student: Partners in overcoming library skills deficiencies. Stephen R. Simpson, Honolulu, Hawaii, USA Room 102
5. Partners in action; the library resource centre in the school curriculum; the Ontario, Canada experience. Gene Burdenuk, London, Ontario, Canada Room 119

11:30 - 12:30 Lunch - Akahi Dining Hall

12.45 Buses depart from Akahi Dining Hall
 for University of Hawaii, Manoa Campus

1:30 - 2:45 At Graduate School of Library Studies (GSLS) - Hamilton Library

Study session B - Advance sign-up requested

1. Myths and legends of Hawaii: Sources for the storyteller. Dr. Therese Bissen Bard, Honolulu, Hawaii, USA GSLS Room 31

Program of events (cont.)

2. PEACESAT teleconference. Information management and retrieval in Australian school libraries.
 Coordinators: Georgina Cane, Melbourne, Australia
 Dr. Carol Truett, Honolulu, Hawaii USA
 Jane Kurahara, Honolulu, Hawaii USA
 Moderator: James G. Dwyer, Adelaide, South Australia, Australia
 Location: PEACESAT project. Engineering Quadrangle 31
 3. Learning and managing with microcomputers: A new role for the school librarian. Dr. Carol Truett, Honolulu, Hawaii USA
 GSLS Room 32
 4. Hamilton Library tours - Asian Collection and Hawaiian-Pacific Collection.
 Coordinator: Dr. Miles Jackson, Honolulu, Hawaii, USA
 5. Interactive video: Computer-assisted video instruction. Edward Coll and Carol Bain, Honolulu, Hawaii, USA
 College of Education, Wist Hall Room 107
- 2:45 - 3:45 Introduction to the East-West Center - Burns Lecture Hall
 Presiding: Dr. Geoffrey Z. Kucera, Honolulu, Hawaii, USA
 Coordinator: Jeannette Bennington, Honolulu, Hawaii, USA
- Coffee/Tea Time - Jefferson Hall lanai facing Japanese Garden
- 3:45 - 5:00 Assembly of Associations meeting - Kuykendall Auditorium
 - Open to all -
 Presiding: John G. Wright, Edmonton, Alberta, Canada
- 5:00 Board buses
- 5:45 Picnic supper - Iolani Palace grounds
 Presiding: Beth Madinger, Honolulu, Hawaii, USA
- 7:45 Buses depart for return to The Kamehameha Schools

Wednesday, August 1

Sub-theme: Partners in reading

- 8:00 A.M. Registration - Midkiff Learning Center
- 8:30 - 12:00 Library Tours - Advance sign-up requested
 Buses depart from Midkiff Learning Center.

Program of events (cont.)

Bus #1 - Punahou School Libraries
 Coordinator: Beth Madinger, Honolulu, Hawaii, USA
 Damon Library - Katherine Totto, Honolulu, HI, USA
 Bishop Learning Center - Mary Larson, Honolulu,
 Hawaii, USA
 Cooke Library - Lillian Ching, Honolulu, Hawaii, USA

Bus #2 - Centralized Processing Center
 Takashi Akimoto, Honolulu, Hawaii, USA
 McKinley High School Library
 Patsy Suyat and Audrey T. Chinn, Honolulu, HI, USA

Bus #3 - Multimedia Services Branch
 School Library Services - Margaret Nakamura,
 Honolulu, Hawaii, USA
 Educational Television Section - Robert W. Donigan,
 Honolulu, Hawaii, USA
 Technical Assistance Center - Robert M.F. Yee,
 Honolulu, Hawaii, USA
 Mayor John H. Wilson Elementary School Library
 Aileen S.N. Fujitani, Honolulu, Hawaii, USA

Bus #4 - Waimanalo Community-School Library
 Sandy Akana and Lorna C. Katayama, Honolulu,
 Hawaii, USA
 Kalaheo High School Library
 Phil Chase, Honolulu, Hawaii, USA

1:00 - 3:00 Lunch with local authors - Akahi Dining Hall
 Presiding: Gail Fujimoto, Honolulu, Hawaii, USA

Introduction of speaker: May C. Chun, Honolulu, Hawaii, USA
 Speaker: Rubellite Johnson, Honolulu, Hawaii, USA
 Title: The Hawaiian cosmic view of man and the universe

3:00 - 3:45 Authors' books for sale - Akahi Dining Hall
 Autographing

4:00 - 5:30 Assembly of Associations meeting of official representatives only.
 Presiding: John G. Wright, Edmonton, Alberta, Canada
 Midkiff Learning Center Room 203

Dialogue: Delegate-initiated discussions, exchange of ideas.
 Midkiff Learning Center Room 201

Films, tapes - Midkiff Learning Center-Listening/Viewing Area
 *Annotations on last page of Program of events.

The navigators (video) 60 min.

Hawaii, the 50th state. 26 min.

Coordinator: Beth Madinger, Honolulu, Hawaii, USA

Program of events (cont.)

5:30 Free evening

Thursday, August 2

Sub-theme: Partners in learning: Schools and the community

8:00 A.M. Registration - Midkiff Learning Center

9:00 - 10:15 Study session A - Midkiff Learning Center

1. Canada's Telidon videotex technology and its potential for school library media resource centres. Patricia Blackburn, Winnipeg, Manitoba, Canada Room 201
2. Native Hawaiian Education Assessment Project: A comprehensive community effort. Dr. Jim Brough, Honolulu, Hawaii, USA Room 203
3. Hawaiian Studies projects at Kamehameha Schools/Bishop Estate. Kaiponohea Hale and Julian Ako, Honolulu, Hawaii, USA. Listening/Viewing Area
4. From desk to blackboard: A practitioner's approach to teaching reference. Threasa L. Wesley and Nancy F. Campbell, Highland Heights, Kentucky, USA Room 102
5. School libraries in Kenya and the availability of suitable locally published literature: Problems and prospects. Peter G. Mwathi, Nairobi, Kenya Room 20

10:15 - 10:45 Coffee/Tea Time - Midkiff Learning Center Lanai

10:45 - 12:00 Study session B - Midkiff Learning Center

1. The Artists-in-the-Schools Program in Hawaii. Dr. Ray Okimoto, Honolulu, Hawaii, USA Room 102
2. Career shadowing and cooperation between businesses and schools in Hawaii. Kerry Koide, Honolulu, Hawaii, USA Room 201
3. First language collections in elementary school libraries. Ken Walters, Vancouver, British Columbia, Canada Room 20
4. Citizenship and law-related education in the school curriculum. Dr. Tom E. Thomas and Dr. Elaine Takenaka, Honolulu, Hawaii, USA Room 203
5. Yuma yarnspinners: Volunteer storytellers. Sandy Lobeck, Yuma, Arizona, USA Room 119

12:00 - 1:30 Lunch - Akahi Dining Hall

Program of events (cont.)

1:30 - 2:45 Study session C - Midkiff Learning Center

1. Developing and utilizing bilingual/multicultural materials. Shirley Salomon and Karen J. Oshiro, Honolulu, Hawaii, USA Room 201
2. Librarians as transmitters of (Hawaiian) culture. Robert Lokomaika'iokalani Snakenberg, Honolulu, Hawaii, USA Room 203
3. Meeting the information challenges of the 1980's through computer-based information. Carole Anne Ishimaru, Honolulu, Hawaii, USA Room 102
4. Innovative management: Strategies in reaching out through effective public relations and marketing. Dr. Arlene Luster, Honolulu, Hawaii, USA Room 20
5. Action and reaction: How to become an integral part of the total school environment. Dr. Valerie J. Downes, Chicago, Illinois, USA Listening/Viewing Area

2:45 - 3:15 Coffee/Tea Time - Midkiff Learning Center Lanai

3:15 - 5:30 IASL Annual Membership Meeting - Kaahumanu Auditorium
Presiding: Michael J. Cooke, Wales, Great Britain6:30 Hawaiian Supper - Akahi Dining Hall
Presiding: Janice Williams, Honolulu, Hawaii, USA8:00 - 8:30 Jamaica film showing.
Dr. Jean E. Lowrie, Kalamazoo, Michigan, USA and
Katie May Mungo, Jamaica, West Indies

8:30 Program of entertainment by delegates

Friday, August 3Sub-theme: Partners in understanding

8:00 A.M. Registration - Midkiff Learning Center

8:30 - 9:30 Plenary session - Kaahumanu Auditorium

Introduction of speaker: Dr. Miles M. Jackson, Honolulu, Hawaii, USA

Speaker: Dr. James A. Dator, Honolulu, Hawaii, USA

Title: Futures of libraries in a restructuring world

Program of events (cont.)

9:30 - 10:30 Conference highlights - Panel discussion.
Moderator: Michael J. Cooke, Wales, Great Britain
Panel members:
Carolyn Crawford, Honolulu, Hawaii, USA
Shirley E. Wright, Edmonton, Alberta, Canada
Two more to be selected at Conference

Announcements

10:30 - 11:00 Coffee/Tea Time - Midkiff Learning Center Lanai
11:00 - 12:00 Free time - Check out
12:00 - 1:00 Lunch - Akahi Dining Hall
1:00 - 2:00 IASL Conference Planning Committee
Midkiff Learning Center Room 105
2:00 - 5:00 IASL Board meeting - Midkiff Learning Center Room 203

END OF CONFERENCE

PRESENTERS AND OTHER PROGRAM PARTICIPANTS

- Akana, Sandy. Head Librarian, Waimanalo Community-School Library,
Public Library System, Waimanalo, Hawaii.
Wednesday Bus Tours
- Akimoto, Takashi. Librarian, Centralized Processing Center, Hawaii
Dept. of Education, Honolulu, Hawaii.
Wednesday Bus Tours
- Ako, Julian. Department Chairman - Social Studies Dept., Secondary
School, The Kamehameha Schools, Honolulu, Hawaii.
Thursday, Session A - with Kaiponohea Hale
- Au, Eleanor Chong. Librarian, Hamilton Library, University of
Hawaii, Honolulu, Hawaii.
Tuesday, Session B Library Tours
- Bain, Carol. Computer Controlled Images. Dept. of Educational
Communications and Technology, College of Education, University
of Hawaii, Honolulu, Hawaii.
Tuesday, Session B with Edward Coll
- Bard, Therese Bissen, Ph.D. Associate Professor, Graduate School of
Library Studies, University of Hawaii, Honolulu, Hawaii
Tuesday, Session B
- Bennington, Jeannette. Public Affairs Specialist, East-West Center,
Public Affairs Office, Honolulu, Hawaii.
Tuesday, East-West Center
- Blackburn, Patricia. Acting Director, Instructional Media Services
Branch, Manitoba Dept. of Education, Winnipeg, Manitoba, Canada.
Thursday, Session A
- Brond, Lalita, Teacher-Librarian Adviser, Victorian Education Depart-
ment, Victoria, Australia.
Friday Plenary Session
- Brough, James, Ed.D. Director of Center for Development of Early
Education. The Kamehameha Schools/Bernice Pauahi Bishop Estate,
Honolulu, Hawaii.
Thursday, Session A.
- Burdenuk, Gene. Associate Professor, School Librarianship, University
of Western Ontario, Faculty of Education, London, Ontario, Canada.
Tuesday, Session A
- Campbell, Nancy F. Head of Reference, Steely Library, Northern Kentucky
University, Highland Heights, Kentucky, USA.
Thursday, Session A with Threasa L. Wesley
- Cane, Georgina. Executive Director, Australian Schools Catalogue
Information Service (ASCIS), Melbourne, Victoria, Australia.
Tuesday, Session B
- Chase, Phil. Head Librarian, Kalaheo High School, Kailua, Hawaii.
Wednesday Bus Tours

- Ching, Lillian. Head Librarian, Cooke Library, Punahou School, Honolulu, Hawaii.
Wednesday Bus Tours
- Chinn, Audrey. Librarian, McKinley High School, Honolulu, Hawaii
Wednesday Bus Tours
- Chou, Michaelyn, Ph.D. Librarian, Hamilton Library, University of Hawaii, Honolulu, Hawaii.
Tuesday, SEssion B Library Tours
- Chun, May C. Former State Librarian, Hawaii Dept. of Education, Honolulu, Hawaii.
Wednesday Author Lunch
- Coll, Edward. Computer Controlled Images. Dept. of Educational Communications and Technology, College of Education, University of Hawaii, Honolulu, Hawaii.
Tuesday, Session B with Carol Bain
- Coulter, Shirley Y. Coordinator School Libraries, Nova Scotia Provincial Libraries, Department of Education, Nova Scotia, Canada.
Friday Plenary Session
- Cooke, Michael J. Senior Lecturer, School Librarianship and Management of Learning Resources, College of Librarianship Wales, Aberystwyth, Dyfed, Wales, United Kingdom.
President, IASL
Friday Plenary Session
- Crawford, Carolyn. Former Director, School Library Services, Hawaii Dept. of Education, Honolulu, Hawaii.
Friday Plenary Session
- Darvill, Jack. President, The Kamehameha Schools, Honolulu, Hawaii.
Monday Plenary Session
- Dator, James A., Ph.D. Professor and Coordinator of the Alternative Futures Option, Dept. of Political Science; Researcher in Future Studies, Social Science Research Institute, University of Hawaii, Honolulu, Hawaii.
Friday Plenary Session
- Donigan, Robert W. Section Head, Educational Television Section, Hawaii Dept. of Education, Honolulu, Hawaii.
Wednesday Bus Tours
- Downes, Valerie J., Ed.D. Director, Library Media Service, J.S. Morton High School District 201, Cicero, Illinois, USA.
Thursday, Session C
- Dwyer, James G. Principal Education Officer (Libraries), Education Dept. of South Australia, Adelaide, South Australia, Australia.
Tuesday, Session A and B
- Freitas-Obregon, Brenda. Young Adult Librarian, Kalihi-Palama Community Library, State of Hawaii, Office of Library Services, Honolulu, Hawaii.
Monday, Session A with Nyla Fujii

- Fujii, Nyla L. Children's Librarian, Kalihi-Palama Community Library,
State of Hawaii, Office of Library Services, Honolulu, Hawaii.
Monday, Session A with Brenda Freitas-Obregon
- Fujimoto, Gail. Head Librarian, Midkiff Learning Center, The
Kamehameha Schools, Honolulu, Hawaii.
Wednesday Author Lunch
- Fujitani, Aileen S. N. School Librarian, Mayor John H. Wilson
Elementary School, Honolulu, Hawaii.
Wednesday Bus Tours
- Garcia, Donna Marie. Administrator, Kauai Library District, Hawaii
Dept. of Education, Kauai, Hawaii.
Monday, Session A
- Hale, Kaiponohea. Hawaiian Studies Program Specialist, The Kamehameha
Schools, Extension, Education Division, Honolulu, Hawaii.
Thursday, Session A with Julian Ako.
- Harada, Violet, Ed.D. School Library Services Specialist, Multimedia
Services Branch, Hawaii Dept. of Education, Honolulu, Hawaii.
Tuesday, Session A
- Harper, Joan E. Teacher-Librarian, Maple Grove Elementary, Vancouver
School Board, Vancouver, British Columbia, Canada.
Monday, Session B
- Hatanaka, Francis M. Superintendent of Education, Hawaii State Dept.
of Education, Honolulu, Hawaii.
Monday Plenary Session
- Haycock, Carol-Ann. Teacher-Librarian/Vancouver School Board,
co-editor of Emergency Librarian, Vancouver, British Columbia,
Canada.
Monday, Session B
- Haycock, Ken. Acting Manager of Elementary/Secondary Education,
Vancouver School Board, co-editor of Emergency Librarian,
Vancouver, British Columbia, Canada.
Monday Plenary Session
- Ishimaru, Carole Anne. Program Director, Hawaii Career Information
Delivery System, Dept. of Labor and Industrial Relations,
Honolulu, Hawaii.
Thursday, Session C
- Jackson, Miles M., Ph.D. Dean, Graduate School of Library Studies,
University of Hawaii, Honolulu, Hawaii.
Monday and Friday Plenary Sessions; Tuesday, Session B
- Johnson, Rubellite. Associate Professor of Hawaiian, Dept. of
Indo-Pacific Languages, University of Hawaii, Honolulu, Hawaii.
Wednesday Author Lunch
- Kane, Bartholomew A. Hawaii State Librarian, Public Library System,
Hawaii Dept. of Education, Honolulu, Hawaii.
Monday Plenary Session

- Katayama, Lorna C. School Librarian, Waimanalo Elementary & Intermediate School, Waimanalo, Hawaii
Wednesday Bus Tours
- King, Arthur, Ph.D. Director, Curriculum Research and Development Group, College of Education, University of Hawaii, Honolulu, Hawaii.
Monday Plenary Session
- Koide, Kerry. Educational Specialist, Student Services, Office of Instructional Services, Hawaii Dept. of Education, Honolulu, Hawaii.
Thursday, Session B
- Kucera, Geoffrey Z., Ph.D. Professor and Chairman of Dept. of Educational Communications and Technology, College of Education, University of Hawaii, Honolulu, Hawaii.
Tuesday, East-West Center
- Kurahara, Jane. School Library Services Specialist, School Library Services Section, Hawaii Dept. of Education, Honolulu, Hawaii.
Tuesday, Session A and B
- Kurokawa, Thomas. Librarian, Hamilton Library, University of Hawaii, Honolulu, Hawaii.
Tuesday, Session B Library Tours
- Larson, Mary. Head Librarian, Bishop Learning Center, Punahou School, Honolulu, Hawaii.
Wednesday Bus Tours
- Lobeck, Sandy. Director, Library/Media Services, Yuma School District Number One, Yuma, Arizona, USA.
Thursday, Session B
- Lowrie, Jean E., Ph.D. Executive Secretary, IASL, Kalamazoo, Michigan, USA.
Tuesday Plenary Session; Thursday Hawaiian Supper
- Lum, Lois. Mathematics Resource Teacher, Windward District, Hawaii Dept. of Education, Kaneohe, Hawaii.
Tuesday, Session A with Karen Muronaga
- Luster, Arlene, Ed.D. Innovative Management, Honolulu, Hawaii. Also Command Librarian, HQ Pacific Air Forces, Hickam AFB, Honolulu, Hawaii.
Thursday, Session C
- Madinger, Beth. Coordinator AudioVisual Services, Punahou School, Honolulu, Hawaii.
Monday, Wednesday Films; Tuesday Picnic Supper; Wednesday Bus Tours
- Muronaga, Karen. Librarian, President Abraham Lincoln Elementary School, Honolulu, Hawaii.
Tuesday, Session A with Lois Lum
- Mwathi, Peter G. Library Dept., Kenyatta University College, Nairobi, Kenya.
Thursday, Session A
- Mungo, Kate May. IASL Conference in Jamaica, 1985. Jamaica, West Indies.
Thursday Hawaiian Supper

- Nagaishi, Kay. Librarian, Kamiloiki Elementary School, Honolulu, Hawaii.
HASL President, IASL Conference Co-coordinator.
Monday Plenary Session; Opening Reception
- Nagakura, Mieko. Senior Research Officer. National Institute for
Educational Research, Tokyo, Japan.
Monday, Session B
- Nakamura, Margaret. School Library Services Specialist, Multimedia
Services Branch, Hawaii Dept. of Education, Honolulu, Hawaii.
Wednesday Bus Tours
- Nishihara, Myrna. Librarian, Princess Likelike Elementary School,
Honolulu, Hawaii. IASL Conference Co-coordinator.
- Okimoto, Ray, Ed.D. Program Coordinator, Artists-in-the-schools,
Hawaii Dept. of Education, Honolulu, Hawaii.
Thursday, Session B
- Ōmori, Mitsuko. School Librarian, Amagasaki Municipal Higashi Senior
High School, Japan.
Monday, Session A
- Oshiro, Karen J. Field Demonstrator for Bilingual/Multicultural
Education Project, Hawaii Dept. of Education, Honolulu, Hawaii.
Thursday, Session C with Shirley Salomon
- Paulin, Mary Ann. School Library/Media Specialist, Negaunee Public
Schools; Adjunct Instructor, Northern Michigan University,
author, Creative uses of children's literature, co-editor,
Outstanding books for the college bound, Marquette, Michigan, USA.
Tuesday Plenary Session
- Pretorius, Johanna C. Senior Media Adviser, employee of Transvaal
Education Media Service, Pretoria, Republic of South Africa.
Monday, Session B
- Renouf, Janet D. Teacher-Librarian, Britannia Secondary School,
Vancouver, British Columbia, Canada.
Monday, Session A with Sharon Walisser
- Simpson, Stephen R. Assistant Librarian and Assistant Professor,
Meader Library, Hawaii Pacific College, Honolulu, Hawaii.
Tuesday, Session A
- Smith, June. Chief Librarian: Schools and Colleges, Bophuthatswana
National Library Service, Bophuthatswana, Africa.
Friday Plenary Session
- Snakenberg, Robert Lokomaika'iokalani. Educational Specialist,
Hawaiian Studies, Office of Instructional Services, Hawaii Dept.
of Education, Honolulu, Hawaii.
Thursday, Session C
- Springer, Robert. Director of Campus Programs, The Kamehameha Schools,
Honolulu, Hawaii.
Monday Plenary Session
- Suyat, Patsy H. Librarian, McKinley High School, Honolulu, Hawaii.
Wednesday Bus Tours

- Takenaka, Elaine, Ed.D. Educational Specialist, Office of Instructional Services, Hawaii Dept. of Education, Honolulu, Hawaii.
Thursday, Session B with Dr. Tom E. Thomas
- Thomas, Tom E., Ed.D. Director, Law-related Education Center, College of Education, University of Hawaii; Executive Director, Hawaii Council on Legal Education for Youth, Honolulu, Hawaii.
Thursday, Session B with Dr. Elaine Takenaka
- Tom, Chow Loy, Ph.D. Professor Emerita. University of Denver Graduate School of Librarianship and Information Management, Denver, Colorado, USA.
Monday, Session B
- Totto, Katherine. Librarian, Damon Library, Punahou School, Honolulu, Hawaii.
Wednesday Bus Tours
- Truett, Carol, Ph.D. Assistant Professor, Graduate School of Library Studies, University of Hawaii, Honolulu, Hawaii.
Tuesday, Session B
- Uyehara, Harry. Dean of Learning Resources, Robert F. Kennedy Memorial Library, University of Guam, Mangilao, Guam.
Monday, Session A
- Wageman, Lynette. Librarian, Hamilton Library, University of Hawaii, Honolulu, Hawaii.
Tuesday, Session B Library Tours
- Walisser, Sharon. Teacher-Librarian, Vancouver (B.C.) School Board, Vancouver, British Columbia, Canada.
Monday, Session A with Janet Renouf
- Walters, Ken. Teacher-Librarian, Strathcona Elementary School, Vancouver School Board, Vancouver, British Columbia, Canada.
Thursday, Session B
- Wesley, Threasa. Coordinator of Instructional Services/Reference Librarian, Steely Library, Northern Kentucky University, Highland Heights, Kentucky, USA.
Thursday, Session A with Nancy F. Campbell
- Williams, Janice M. Librarian, Midkiff Learning Center, The Kamehameha Schools, Honolulu, Hawaii.
Thursday Hawaiian Supper
- Wobbe, Jean. District Librarian, Tracy Public Schools, Tracy, California, USA.
Tuesday, Session A
- Wright, John G. Dean, Faculty of Library Science, University of Alberta, Edmonton, Alberta, Canada.
Vice-President, IASL
Monday Plenary Session; Tuesday and Wednesday Assembly of Associations

Wright, Shirley E. Professor of Library Science, University of
Alberta, Edmonton, Alberta, Canada.
Friday Plenary Session

Yee, Robert M. F. Technical Assistance Center Specialist, Section
Head, Hawaii Dept. of Education, Honolulu, Hawaii.
Wednesday Bus Tours

STUDY SESSION PRESIDERS

- Arakawa, June. Librarian, Maryknoll Elementary School.
- Bard, Therese Bissen, Ph.D. Associate Professor, Graduate School of Library Studies, University of Hawaii
- Beauchamp, Nancy. Children's Librarian, Hawaii Kai Library.
- Bremer, Elizabeth. Librarian, St. Andrew's Priory.
- Chase, Faye. Librarian, King Intermediate School.
- Chase, Phil. Librarian, Kalaheo High School.
- Chinn, Audrey. Librarian, McKinley High School.
- Chun, May C. Former State Librarian, Department of Education.
- Crawford, Carolyn. Former Director of School Library Services, Department of Education.
- Crockett, Ruth D. Librarian, Our Redeemer Lutheran School.
- Dangler, Nancy. Librarian, St. Ann School.
- De Leon, Sharon. Librarian, Kailua Elementary School.
- Enomoto, Ginger. Librarian, Haleiwa Elementary School.
- Fujita, Beverly. Librarian, Central Intermediate School.
- Ho, Clare. Librarian, St. Andrew's Priory.
- Holton, Margaret. Former Librarian, Washington Intermediate School.
- Kaneshiro, Roberta. Librarian, Kalani High School.
- Kawatachi, Peggy. Librarian, Anuenue Elementary School.
- Koseki, Jane. Librarian, Shafter Elementary School.
- Kurahara, Jane. School Library Services, Department of Education.
- Mitchell, Sylvia. Young Adult Librarian, Hawaii State Library.
- Petrowski, Ruth. Librarian, Koko Head Elementary School.
- Richards, Deborah. Hauula Elementary School.
- Sasaki, Florence. Librarian, Waikiki Elementary School.
- Truett, Carol, Ph.D. Assistant Professor, Graduate School of Library Studies, University of Hawaii.
- Vann, Sarah K., Ph.D. Professor, Graduate School of Library Studies, University of Hawaii.
- Wong, Edwina. Librarian, Iliahi Elementary School.
- Zane, Irene. Librarian, Mililani-Uka Elementary School.

[The following text is extremely faint and largely illegible. It appears to be a list or index of items, possibly names of people or places, arranged in columns. Some words are difficult to decipher but may include:]

[Illegible text block containing multiple lines of faint, possibly handwritten or typed, text.]

CONFERENCE PARTICIPANTS

Akana, Sandy, 41-1320 Kalaniana'ole Hwy, Waimanalo, HI 96795

Anderson, Beatrice L., 10 Millsborough Avenue, Kingston 6, Jamaica,
West Indies

Andro, Shirley J., 2435 W. Greenway Road, Phoenix, Arizona 85023

Arakawa, June, 1570 Hanai Loop, Honolulu, HI 96817

Asaoka, Nancy, 1600 Ala Moana Blvd., Apt. 1408, Honolulu, HI 96810

Bard, Therese, 529-5 Pepeekeo St., Honolulu, HI 96825

Barrett, Carol, Route 1, Box 373, Newton, Alabama 36352

Bauckham, Mary, 1251 Heulu St., #101, Honolulu, HI 96822

Beauchamp, Nancy, 854 Hahaione St., Honolulu, HI 96825

Benediktsson, Daniel, Hjardarhagi 54, 107 Reykjavik, Iceland

Bishop, William, 1711 Westminster Way, Annapolis, Maryland 21401

Blackburn, Patricia, Box 1 - Main Floor, 1181 Portage Avenue,
Winnipeg, Manitoba, Canada R3G 0T3

Bremer, Betsy, 94-553 Alapoi St., Apt. 162, Mililani Town, HI 96789

Brond, Lalita, 5/16 Tennyson St., St. Kilda, Victoria, Australia 3182

Brown, Toni, 563 Kamoku St., Honolulu, HI 96826

Brunton, Elaine, 420 Midway St., La Jolla, California 92037

Buenaventura, Nenita, Apt. 1-2, Teachers' Bliss Condominium,
Balonbato, Balintawak, Quezon City, Philippines

Burdenuk, Gene, 1137 Western Road, London, Ontario, Canada N6G 1G7

Campbell, Nancy F., Northern Kentucky University, W. Frank Steely
Library, Highland Heights, Kentucky 41076

Candioglos, Marianne, 437-B Halawa View Loop, Honolulu, HI 96818

Carrasco, Alys, 1901 N.W. 100th St., Vancouver, Washington 98665

Caughey, Ann, 3731 Eastern Avenue, No., Seattle, Washington 98103

Caywood, Gladys, 382 B Deputy Lane, Newport News., Virginia 23602

Chase, Faye, 47-655 #4 Hui Kelu St., Kaneohe, HI 96744

Chase, Philip, 47-655 #4 Hui Kelu St., Kaneohe, HI 96744

Chinn, Audrey, 3474 Kahawalu Dr., Honolulu, HI 96817

Chun, May, 295 Ulua St., Honolulu, HI 96821

Clark, Rheta, 131 Tryon St., South Glastonbury, Connecticut 06073

Cooley, Joy J., 84 Pukihae St., #506, Hilo, HI 96720

Cooke, Michael, College of Librarianship Wales, Aberystwyth, Dyfed
Wales 5423 3AS

Cooke, Joy, College of Librarianship Wales, Aberystwyth, Dyfed, Wales
5423 3AS

Corless, Louise, 733 Timberline Dr., Fort McMurray, Alberta, Canada

Coulter, Shirley, 7 Jamieson St., #201, Dartmouth, Nova Scotia, Canada

Crawford, Carolyn, 2415 Ala Wai Blvd., Apt. 1508, Honolulu, HI 96815

Crockett, Ruth D., 3215 Pawale Place, Honolulu, HI 96822

Dangler, Nancy, 461 Iliaina St., Kailua, HI 96734

Davis, William J., 2435 W. Greenway Road, Phoenix, Arizona 85023

DeAngelo, Rachael, 1309 Wilder Ave., #1101, Honolulu, HI 96822

Dearman, Marvene, 1471 Chevelle Drive, Baton Rouge, Louisiana 70806

Dippenaar, GJJ, High School Sand du Plessie, Pasteur Avenue Hospital
Park, Bloemfontein 9301, South Africa

Downes, Valerie J., 4170 Marine Drive, Chicago, Illinois 60613

Dwyer, J. G., 9 Muller Road, Manningham 5085, South Australia

Edwards, Anne E., 109 Camelot Apts., Dothan, Alabama 36301

Enomoto, Ginger, 94-361 Hokuili St., Mililani Town, HI 96789

Farmer, Lesley, 1036 Erica Road, Mill Valley, California 94941

Finkle, Marilyn, 70 Courtleigh Square, Brampton, Ontario, Canada
L6Z 1J3

Fox, Clynt, 445-8 N.E. Village Squire Avenue, Gresham, Oregon 97030

Fujimoto, Gail, 1246 Puualoha St., Kailua, HI 96734

Fujita, Beverly, 2870 Booth Road, Honolulu, HI 96813

Fujitani, Aileen, 6020 Elelupe Place, Honolulu, HI 96821

Fujiwara, Keiko, 1-11-31, Katsuya, Setagaya-ku, Tokyo, Japan

Gamal, Sandra, 1513 Mohle Drive, Austin, Texas 78703

Garrigus, Joyce, 1553 Thurston Ave., #202, Honolulu, HI 96822

Goetz, Sally, 47-682-2 Hui Kelu St., Kaneohe, HI 96744

Golladay, Carolyn, 396C Deputy Lane, Newport News, Virginia 23602

Goodson, Mildred, 11054 S. Shoshoni Drive, Phoenix, Arizona 85044

Grudzias, Francine, 47-724-5 Hui Kelu St., Kaneohe, HI 96744

Hager, Audrey, 4419 E. Orange Creek Lane, Anaheim, California 92807

Hager, Robert, 4419 E. Orange Creek Lane, Anaheim, California 92807

Hall, Howard, 620 West Balboa Blvd., Balboa, California 92661

Hamm, Pamela, 2222 Citron St., #501, Honolulu, HI 96826

Hannesdóttir, Sigrún Klara, Hjardarhagi 54, 107 Reykjavik, Iceland

Harada, Violet, 929 Waioli St., Honolulu, HI 96825

Hardy, Jane, 17843 Lochness Circle, Olney, Maryland 20832
 Harper, Joan, 2758 W. 39th Avenue, Vancouver, B.C., Canada V6N2Z4
 Harris, Ira, 3030 Felix Street, Honolulu, HI 96816
 Hart, Lola, 1552 Lehia St., Honolulu, HI 96818
 Hauck, Philomena, 14-5400 Dalhousie Drive, Calgary, Alberta, Canada T3A2B4
 Hay, Joan, 11a Shaker Way, Forest Hill, P. O. Box 470, Kingston 10, Jamaica, West Indies
 Haycock, Carol-Ann, 302-1275 West 7th Avenue, Vancouver, B.C., Canada V6H 1B7
 Haycock, Ken, 302-1275 West 7th Avenue, Vancouver, B.C., Canada V6H 1B7
 Hegarty, Mary S., 407-C Hustings Lane, Newport News, Virginia 23602
 Herrick, Johanna, 50-I Malaai, Hilo, HI 96720
 Hinkley, Louise, 514 Analu St., Honolulu, HI 96817
 Ho, Clare, 732-A 7th Avenue, Honolulu, HI 96816
 Hoefler, Barbara B., P. O. Box 2805, Honolulu, HI 96803
 Holton, Margaret, 1022 Prospect St., #808, Honolulu, HI 96822
 Ito, Naomi, 2-12-409, 10-Chomen, Nakanoshima Ni-jo, Toyohira-Ku, Sapporo, Japan
 Johnson, June, 38 Sanford Drive, Randolph, New Jersey 07869
 Jolliffe, Barbara, 1921 Hoover Avenue, Oakland, California 94602
 Kakogawa, Carol, 1638 Komo Mai Drive, Pearl City, HI 96782
 Kaneshiro, Aileen, 2216 Kilauea Avenue, Hilo, HI 96720
 Kaneshiro, Jean I., 2513 Malama Place, Honolulu, HI 96822
 Kaneshiro, Roberta, 2011 Huake Place, Honolulu, HI 96817
 Katayama, Lorna, 589 Papahehi Place, Honolulu, HI 96821
 Kawamura, Jean, 1236 Ala Amoamo Street, Honolulu, HI 96819
 Kawatachi, 94-373 Kahulialii St., Mililani Town, HI 96789
 Kawatachi, Peggy, 94-373 Kahulialii St., Mililani Town, HI 96789
 Kelly, Valerie Joan, 5 Sycamore Avenue, St. Albert, Alberta, Canada T8N OK2
 Kitaoka, Winifred, 1742 Hooheno Place, Pearl City, HI 96782
 Klinka, Nancy, 1237 Pfingsten Road, Glenview, Illinois 60025
 Korpela, Betty, Rt. 3, Box 255, Astoria, Oregon 97103
 Koseki, Jane, 1424 Gregory St., Honolulu, HI 96817
 Kruger, J. A. (Mr.), Dept. of Library and Information Science, Univ. of South Africa, Pretoria, South Africa

Kurahara, Jane, 3421 Pawaina St., Honolulu, HI 96822
 Kurnick, Norma, 655 Holly Avenue, Oxnard, California 93030
 Lau, Mildred (Becky), 1068 Noio St., Honolulu, HI 96816
 Leong, Lucretia, 94-1057 Poe Place, Waipahu, HI 96797
 Lettieri, Claire, 616 Butler St., Dunmore, Pennsylvania 18512
 Lindsay, Linda, 480 Olinda Road, Makawao, HI 96768
 Linville, Marcia, 4044 Papu Circle, Honolulu, HI 96816
 Lobeck, Sandy, P. O. Box 5293, Yuma, Arizona 85364
 Loftis, Sue J., 1120 Hassinger, #302, Honolulu, HI 96822
 Loomis, Patsy, 3703 W. 42nd St., Tulsa, Oklahoma 74107
 Lowrie, Jean, 1006 Westmorland, Kalamazoo, Michigan 49007
 Luster, Arlene, 3501 Kepuhi St., Honolulu, HI 96815
 MacKenzie, Judie, 3610 9th Street S.E., Calgary, Alberta, Canada
 T2G 3C5
 Martin, Morris, 22310 Rickard Road, Bend, Oregon 97702
 Masutani, Caroline, 98-148 Keanea St., Aiea, HI 96701
 McCullum, Ian, ACI Computer Services, Mt. Waverley, Victoria, 3149
 Australia
 Minami, Nona, 444 Lunalilo Home Road, #116, Honolulu, HI 96825
 Mitchell, Sylvia C., 1669A Makuakane Place, Honolulu, HI 96817
 Morishige, Annette, 6072 Haleola St., Honolulu, HI 96821
 Mukai, Ethel, 94-1115 Pulai St., Waipahu, HI 96797
 Mungo, Katie May, P. O. Box 181, Mona, Kingston 7, Jamaica, West Indies
 Murakami, Kohei, 6-28-2 Ikuta, Tama-ku, Kawasaki-shi, Kanagawa, Japan
 Muronaga, Karen, 46-081 Maeha Place, Kaneohe, HI 96744
 Myers-Taylor, Vernita, 4 Goodson Avenue, Kingston 7, Jamaica, West Indies
 Nagaishi, Kay, 6508 Hawaii Kai Drive, Honolulu, HI 96825
 Nagakura, Mieko, National Institute for Educational Research, 6-5-22
 Shimomeguro Meguro-ku, Tokyo, Japan
 Nagao, Alma, 309 Nenu St., Honolulu, HI 96821
 Nakamura, Evelyn, 94-986 Kuolua Place, Waipahu, HI 96797
 Nakamura, Margaret, 94-376 Welehu St., Mililani Town, HI 96789
 Nakamura, Toyo, 2055 Makiki St., Honolulu, HI 96822
 Nelsen, Alice, 2404 Belair Drive, Bowie, Maryland 20715
 Nishiguchi, Rachel, 98-1280 Kulawai St., Aiea, HI 96701
 Nishihara, Jocelyn, 2809-A La-i Road, Honolulu, HI 96816

Nishihara, Myrna, 45-685 Kuahulu Place, Kaneohe, HI 96744
 Nishiura, Lillian, 2648 Kuilei St., Honolulu, HI 96826
 Nunn, K. Diane, 779 Clinton Avenue, Oradell, New Jersey 07649
 O'Halloran, Fran, 1350 Ala Moana Blvd., Honolulu, HI 96814
 Ohta, Carol, 2266-D Liliha St., Honolulu, HI 96817
 Okamura, Clara, 1226 Alexander St., #120, Honolulu, HI 96826
 Okuma, Naomi, 1947 Alaeloa St., Honolulu, HI 96821
 Oki, Mutsue, 58 Sumiyoshi-cho, Shinjuku-ku, Tokyo, Japan
 Olsen, Doris, 920 Grand Avenue, Everett, Washington 98201
 Omori, Mitsuko, 23-3-602 Hinoike-cho, Nishinomiya-shi 662,
 Kyogo-ken, Japan
 Oshiro, Amy, 2231 Aumakua St., Pearl City, HI 96782
 Packer, Valerie, 4 Godfrey Road, Artarmon NSW 2064
 New South Wales, Australia
 Painter, Shirley, 1503 W. 9th Avenue, Kennewick, Washington 99336
 Parry, Ann, 4/105A Darling Point Road, Darling Point NSW 2027,
 New South Wales, Australia
 Paulin, Mary Ann, 1205 Joliet, Marquette, Michigan 49855
 Petrowski, Ruth, 3350 Sierra Drive, #602, Honolulu, HI 96816
 Porter, Elizabeth, 12815 S.E. 3rd, Bellevue, Washington 98005
 Pretorius, J. C. (Miss), P. O. Box 1050, Faerie Glen, Pretoria 0043,
 Pretoria, South Africa
 Quigg, Aggie, 354 Awini Way, Honolulu, HI 96825
 Renouf, Janet, 3508 West 30th Avenue, Vancouver, B.C., Canada V6S1W5
 Richards, Deborah, 54-046 Kamehameha Hwy., Hauula, HI 96717
 Roads, Clarice, 1405 S. Blvd., Edmond, Oklahoma 73034
 Roberts, Janice Ching, P. O. Box 147, Laupahoehoe, HI 96764
 Ross, Margaret A., 5959 Spring Garden Road, Apt. 1410, Halifax,
 Nova Scotia, Canada B3H 1Y5
 Rowe, Mercedes L., 501 Webster Avenue, New Rochelle, New York 10801
 Sakado, Lorna, 127 Kaloko Lane, Honolulu, HI 96813
 Sakai, Edith, 4658 Sierra Drive, Honolulu, HI 96816
 Sasaki, Florence, 3252 Charles St., Honolulu, HI 96816
 Sato, Claire, 2147 Kanealii Avenue, Honolulu, HI 96813
 Schildt, Nancy, 2739 Hillside, Honolulu, HI 96822
 Shafer, Anne, 1585 Ridge Avenue, Apt. 301, Evanston, Illinois 60201
 Shiverdecker, Darlene, 72 Twilight Drive, Fairfield, Ohio 45014

Sloan, Anna M., P. O. Box 2788, Agana, Guam 96910

Sloan, Margaret, 2507 Dan Hill Center, Richland, Washington 99352

Smith, June, P. O. Box 4611, Mmabatho, Bophuthatswana, Africa

Sonido, Eleanor, Apt. 13-1, Teachers' Bliss Condominium, Balon Bato, Balintawak, Quezon City, Philippines

Staino, Rocco, 131 Hooker Avenue, Poughkeepsie, New York 12601

Stout, Mitsue, 1243 Heulu St., #104, Honolulu, HI 96822

Summers, Zelma, 42 Casas De Serinidad, Yona, Guam 96914

Sypien, Anne, 4902 St. Andrews Circle, Buena Park, California 90621

Sypien, Stan, 4902 St. Andrews Circle, Buena Park, California 90621

Takagaki, Yayoi, 3-Chomen, Chuo Ni-jo, Atsubetsu, Shiroishi-ku, Sapporo, Japan

Takemura, Lillian, 650 Laukapu St., Hilo, HI 96720

Thorp, Kathleen, 98-1218 Kulawai Place, Aiea, HI 96701

Tom, Chow Loy, 1095 S. Beretania St., Honolulu, HI 96814

Tomomitsu, Julie K., 441 N. Judd St., Honolulu, HI 96817

Truett, Carol, 2640 Dole St., E-303, Honolulu, HI 96822

Uchida, Linda, 1174 Honokahua St., Honolulu, HI 96825

Udd, Joan, 9903 170th Place, N.E., Redmond, Washington 98052

Uratani, Nora, 3737 Kumukoa Place, Honolulu, HI 96822

Uyehara, Harry Y., UOG Station, Box 5145, Mangilao, Guam 96913

Vann, Sarah, 1022 Prospect St., #1108, Honolulu, HI 96822

Victor, Linda M. 87-232 Mikana St., Waianae, HI 96792

Walisser, Sharon, 1867 Graveley St., Vancouver, B.C., Canada V5L3B2

Walmsness, Oddvar, Askerjordet 58, 1370 Asker, Norway

Walters, Ken, #1005 - 1255 W. 14th Avenue, Vancouver, B.C., Canada V6H 1P8

Weese, Dwain, 7811 Granville Avenue, Richmond, B.C., Canada V6Y 3E3

Wesley, Threasa L., Northern Kentucky University, W. Frank Steely Library, Highland Heights, Kentucky 41076

West, Lavern, 3818 Brotherton Road, Cincinnati, Ohio 45209

Williams, Jan, 1176 Lunahana Place, Kailua, HI 96734

Williams, Trudy, 6732 N.E. Tillamook, Portland, Oregon 97213

Wilson, Blanche, P. O. Box 1722, Anniston, Alabama 36202

Wobbe, Jean, 950 W. Grant Line Road, Apt. 50, Tracy, California 95376

Wong, Edwina, 57 A Kalie St., Wahiawa, HI 96786

Wood, Arline, 11 Deshon Avenue, Bronxville, New York 10708
Wright, John G., 9130 - 116 Street, Edmonton, Alberta, Canada
Wright, Shirley, 9130 - 116 Street, Edmonton, Alberta, Canada
Yamada, Shirley, 46-270 Kahuhipa St., Kaneohe, HI 96744
Yee, Florence, 1118 9th Avenue, Honolulu, HI 96816

P A R T T W O

The Conference Papers

STRENGTHENING THE FOUNDATIONS FOR TEACHER-LIBRARIANSHIP

*Keynote Address to the Thirteenth Annual
Conference of the International
Association of School
Librarianship*

Ken Haycock

Introduction

As we consider the issues of school librarianship at this conference, and gather program ideas, I would ask that you also consider the means by which the profession of teacher-librarianship itself might be strengthened and even enhanced. I use the term teacher-librarianship purposely here for the signs are clear that there is relatively little danger to the continued existence of school librarians. We have been successful in building facilities and collecting and organizing materials but we have been less successful in developing an awareness and understanding of the role of the school librarian as a professional teacher, as an equal partner in the educational enterprise, and in developing strong support for that position.

As everyone in this room is well aware, this is a period of crisis in public education. There is evidence of considerable cuts in school library positions and cuts in materials budgets, and the prospects for 1985 and 1986 appear even bleaker.

There have also been a number of studies that show that the concept of the library as part of an instructional system responding to teacher and student needs, and even creating needs within that system, is perceived by relatively few school librarians and only dimly by most teachers and administrators. We are left with the fact that our school library resource centres are beauty spots on the body politic.

Now it would be all too common for us to sit here and bemoan the lack of understanding of our roles and our many contributions and wonder why the intrinsic value of our goods and services is not well-regarded and well-supported. But I would submit that we know the answers to these questions, we just too often prefer to wring our hands, or reject difficult answers to easy questions. In the words of James Baldwin: "Not everything that is faced can be changed, but nothing can be changed until it is faced."

There is, however, a prescription for these ills. There are very simple, clear approaches which can be taken to ensure strong programs and their continued development. School resource centres, and teacher-librarians, can be educationally essential and economically justifiable. There are many school districts, including my own, where teacher-librarians are not "the first to go", even in times of dire economic restraint. Let's begin at "square one".

The Mission Statement

Millions and millions of dollars are invested in school library resource centres each year. It would seem quite logical to me that the funding agency, whether the state or each school district, would have a clear, stated aim or purpose for the library program. Surely, trustees and school board officials, together with administrators and teachers, should know what the purpose of a program is before it is funded. This provides both a general framework for the program and a basic level of understanding. Seems logical.

Strangely, however, few school districts have a written statement of purpose for the program, or a "mission statement" if you will, thus leaving it in the never-never-land of the extra, the educational frill, good to have when you can afford it, but hard to justify when no one really knows what it's for; this mission statement must be clear,

concise, and stated in educational terms. It is just not significant or defensible to state this aim as simply fostering a love of books and libraries.

The written purpose of library services in the Vancouver School District (Canada) is as follows: "The aim of the school library program is to assist students to develop a commitment to informed decision-making and the skills of lifelong learning."

We know that to achieve this stated aim, teachers and teacher-librarians will have to cooperate to plan and implement units of study as teaching partners; these units integrate those skills necessary to locate, evaluate, organize, and present information from a variety of sources. Through such planning and cooperative teaching, students develop, master, and extend research and study skills in different subject contexts and at varying levels of difficulty. A secondary emphasis is placed on language improvement and enjoyment, and the promotion of voluntary reading through cooperatively developed programs.

The school library program should clearly be a partnership, involving the school district, the principal, the classroom teacher, and the teacher-librarian.

The school district is the public agency accountable to the community for the educational program. It has a specific responsibility to provide leadership in a number of areas, most of which cost little or no money. The school board, for example, should approve a stated aim for the library program that is clear to everyone; after all, if public funds are to be invested in this area, doesn't the educational community as well as the community at large have a right to know its purpose? If teacher-librarians are to be engaged, there should be a clear, written role description which stresses professional functions as well as minimum qualifications for that position. The district should also have procedures in place to entrench or infuse research and study skills in the school curriculum. (In our

case, research and study skill development and literary appreciation form part of the board's foundation or core curriculum which is every teacher's responsibility, and the roles for related staff, such as the teacher-librarian, are clearly spelled out.) The district should also provide leadership by insisting on flexibly scheduled library resource centres, after planning between the teacher and teacher-librarian. The success of the library program rests on planning; if teacher-librarians are providing teachers with spare periods planning becomes impossible and the program doomed to failure, thus squandering public funds. Also, only the school district is in a position to organize support services for school libraries, such as central cataloguing and processing and central collections of backup materials.

Some districts virtually set up teacher-librarians and resource-based programs for failure due to benign neglect in the policy and support areas, and, as I have said, this leadership does not necessarily cost money; it does require a commitment from the teacher-librarian to work individually and through associations to advocate changes and necessary improvements, however.

As with the school district, the principal, as the professional responsible for the implementation of board policies and procedures, is accountable for the school program, and has a responsibility to see that all school resources, including the teacher-librarian and library materials, are used as fully and as effectively as possible.

There are a large number of things that the principal can do to support and enhance the program, from querying prospective new teachers on how they would involve the teacher-librarian in their program, to attending orientation and inservice programs put on by the teacher-librarian for staff members, through to including questions about the ways in which the resource centre and teacher-librarian were used in instructional programs when evaluating teachers for written reports.

The research on the principal is quite clear: the principal is the single most important factor in the development of a strong library program. In my experience, this is certainly true and points to a critical need for effective communication with administrators at all levels.

From the research we know that certain factors affect teacher use of the school resource centre and teacher-librarian. We also know that the more that teachers make use of the resource centre and the teacher-librarian, the better the program and the stronger the support. Those factors which affect teacher use are involvement in program planning with the teacher-librarian and team teaching, inservice programs organized by and/or put on by the teacher-librarian, administrative support for the library program, and the personality and qualifications of the teacher-librarian.

The classroom teacher bears considerable responsibility for the effectiveness of resource-based learning. Effectiveness is severely impaired if we simply transfer 30 youngsters from one teacher to another. The strength of the teacher-librarian lies in providing the classroom teacher with an opportunity to share not only planning but also preparation and implementation of programs. The teacher who chooses not to use the services of the resource centre and/or teacher-librarian is surely accountable for the development of research and study skills, especially if they have been outlined in the curriculum guides.

It is becoming increasingly possible to evaluate the teacher-librarian as but one component of the resource centre program, and I think the more that we can recognize and reinforce this, the better that things will be for us. There are a great many factors which affect the quality of the program but for which the district, the principal and/or the teacher, the other partners, are responsible and should be accountable. For example, the teacher-librarian does not determine the quantitative aspects of the program such

as the size of the facility, the size of the budget, the amount of time available, the amount of clerical support, and so on. Qualitatively, the district must provide some leadership in providing a framework for the implementation of quality programs--by stating the aim of the program, the role of the teacher-librarian, principal and teacher, the continuum of study and research skills to be developed, and by providing policies, procedures and services to support the implementation of the program. The principal is the key player in seeing that a program is developed, supported, and enhanced. The principal selects and evaluates the staff; the principal is accountable for the implementation of board policy; the principal can create the necessary environment to enable the teacher and teacher-librarian to work toward effective programs for resource-based learning. The teacher, of course, is responsible for the development of independent learning skills within the context of board and school guidelines and for seeing that all school resources are used effectively for student learning. If the program is a partnership, then the teacher has some responsibility to plan and work closely with the teacher-librarian.

If we can begin to evaluate resource programs, rather than simply teacher-librarians, if we can spell out each player's responsibility, there will be better understanding of the program as a joint effort and more commitment to it.

Role of the Teacher-Librarian

This leads us, of course, to some determination of the role of the teacher-librarian. Many studies on the perception of educators of the role of the teacher-librarian have found that principals are amazingly consistent in their view of the teacher-librarian as having a strong role in the curriculum affairs of the school. Teachers are also consistent in their view of the teacher-librarian, but as a master at clerical and technical tasks, rather than teaching tasks (unless they have had experience in working with a teacher-

librarian), while teacher librarians themselves are terribly confused. The conclusion that these studies reach, of course, is that unless teacher-librarians start to speak with a unified voice about what the purpose of the program is and why they are in the school, there is never going to be a basis of understanding and support for that program and its continuation.

As I have stated, to develop the necessary programs to implement this stated aim requires a strong and close partnership with colleagues. Thus, we would do well to establish common bonds and eliminate unnecessary barriers. Let's start by eliminating unnecessary library jargon from our vocabulary. I, personally, feel that it may have been a mistake that we ever used the term school library and school librarian. Everyone has their personal vision of the purpose of a library because of their own experience in a public library or university library--I would submit that this is totally irrelevant. The school resource centre serves quite a different function from other types of libraries, due to an emphasis on teaching young people how to process and use information. Even the subtle move to the term "teacher-librarian" designates the school librarian more clearly as a teacher and member of the teaching staff. And, of course, most school librarians are not professional librarians at all, we're teachers, professional teachers, and should be proud of it.

We also use terms like library skills--and I frankly don't know what they are, except perhaps shelving and dusting--when we could talk about research and study skills which are listed in a large number of curriculum guides as every teacher's responsibility. The term library skills simply denotes something that is taught in the library, by the librarian. In fact, a preferred term might be information skills since this is becoming an increasing concern in curriculum development. Instead of a library program, we could focus on resource-based learning, a viable and

educationally sound approach. The card catalogue, which we insist on shrouding in mystique, is simply an index to the school's collection of curriculum materials. A vertical file is simply vertical, why not information file or pamphlet file? And why periodicals for what teachers, students, and the rest of the world call magazines? If we could break down some of these walls and establish common educational bonds, we could go a long way to entering the mainstream of educational thinking and decision-making.

The very nature of the role of the teacher-librarian is that of initiator and change agent. We talk of getting teachers to use the library when this is not the issue at all--what we are talking about is getting teachers to change the way that they teach and to adopt team teaching, resource-based techniques. This is why the job is so difficult and yet so challenging.

The school library program rests on teacher contact. The teacher-librarian must take the initiative to plan with colleagues. It isn't a matter of time, it's a matter of priorities. It isn't a matter of territory, it's a matter of commitment. The involvement of teachers is critical for successful, educationally viable program implementation.

I have asked the same question of hundreds of classroom teachers: "How many of you have ever been approached by a teacher-librarian, even very informally, to plan and teach a unit of study together?" The results are always the same. In every group of 40-50 teachers, there will only ever be three or four who have been approached. We presume rejection and too often never even make the overture. We presume that teachers will view cooperation as interference. Perhaps we should extend to classroom teachers the right to reject us themselves--rather than doing it for them!

Then there are those who hold the view that we must start "where the teachers are at". Consequently, we tolerate programs determined by teachers who often see us in that subservient position and allow our roles and responsibilities

to be determined by a colleague--something no one else would allow. Where is our professional commitment and integrity? The meek may indeed inherit the earth, but I can guarantee that the news of it will never get out!

The teacher-librarian's major task is to work with classroom teachers to plan, develop, and implement units of study which integrate research and study skills. I didn't say only task, I didn't say most time-consuming task, but I did say major task--and if this isn't the major task, what is? Teaching involves three professional functions--the ability to diagnose learning needs, to design programs to meet those needs, and to assess the degree to which the program has been successful. For the teacher-librarian to be successful, these are done in conjunction and consultation with the classroom teacher. Instead of having one teacher and 30 youngsters, we now have two teachers, the classroom teacher and the teacher-librarian, a range of carefully selected materials, and those same 30 youngsters. Research indicates that this is by far the most effective way of developing research and study skills in young people. In fact, if you believe in the class size issue at all, it stands to reason that two teachers working with the same group of youngsters are going to have a much higher level of success than one teacher. We can no longer afford to waffle on this issue. The link that is missing from many of our programs is that clarity of communication that comes through working together to plan and teach resource-based programs. If you examine staffing reductions in the past few years, you will find that positions have been eliminated primarily in school districts where there is no stated aim for the program, where the role of the teacher-librarian is not understood, even by teacher-librarians, and where the teacher-librarian has traditionally provided spare periods for classroom teachers.

What has been eliminated, however, is not the teacher-librarian's position at all, since it never really existed;

what has been eliminated is the position of "prep time" or relief teacher. In secondary schools, the same is true of the reference librarian who answers questions and helps kids individually but has not planned programs and is certainly not a teaching partner.

Too many teacher-librarians still seem to think that they are language arts teachers working in an enriched language arts classroom, or that they are a children's or reference librarian simply providing public library services for students in schools.

If the program is a partnership, then we have to not only determine objectives for the program, but also who is best at implementing them. For example, one objective for the program may be that youngsters in the primary grades have a regular storytelling and story reading experience in the resource centre. However, there is no indication that it is necessary that this be done by the teacher-librarian. In fact, if the teacher-librarian is part-time, it may be much more appropriate that the classroom teacher provide that experience in the resource centre during the time that the teacher-librarian is absent, if the activity requires only one teacher and an entire class.

We know, for example, that the promotion of voluntary reading can be done best through the classroom teacher. Youngsters will accept recommendations for recreational reading from their peers and then their classroom teacher long before the school librarian. This is indisputable; it is proven fact. In that case, if we put one-tenth of the energy that we now put into preparing booktalks and literature appreciation programs on our own into working with classroom teachers to promote voluntary reading in the classroom, our objective might be better realized, while we may not necessarily be the active participant with the students. Oh I know--all teacher-librarians are trained storytellers, expert in children's literature and literary appreciation. Nonsense! Most teacher-librarians have no

more specialized training in these areas than most primary teachers. And besides, that expertise and knowledge of the resources should be shared with teachers, not jealously guarded.

In the school there are many factors affecting the development and extension of a program, even at a most basic level. Obviously, from what I have said so far, there must not only be an understanding of the role of the teacher-librarian, but also a strong commitment by the teacher-librarian to that role. The teacher-librarian must place a premium on planning. Emphasis on day-to-day operations almost always pushes planning into the background; putting out today's fire can take priority over planning. The conclusion one reaches here is that fire-fighting interferes with fire prevention. There is no question that planning takes time. There is also no question, however, that answering the same question 27 times from 27 different youngsters takes a lot more time, and is far less effective, and it certainly does not usually require the professional teacher's expertise.

Cooperative Program Planning and Teaching

In planning a program of study, a teacher goes through a number of steps. Objectives are established for the unit. You and I both know that there are teachers who carefully think out their objectives and write them down. There are even more teachers who don't stop to think about objectives at all but know in the back of their mind what it is that they want to accomplish with the youngsters. Content or subject matter to be taught is determined and put into sequence. We may, for example, study South America by looking at one country at a time. Perhaps instead we wish to look at themes, such as political leadership or social conditions. It may be that a chronological approach to an entire continent is preferable. The content can be organized in a large number of ways quite aside from what the textbook publisher has determined.

As professional teachers, we have a whole range of instructional strategies at our disposal in order to accomplish the objectives we have set for ourselves. We may set up activity centres in the classroom. Perhaps a Socratic/question and answer approach is most useful for our purpose. It may be that we are going to use library resources and team teach with the teacher-librarian. Activities are planned for the youngsters, and we evaluate student performance and occasionally take the time to look at the effectiveness of the unit.

The major weakness in teacher-librarianship today is that we have tended to plug in at the learning activities phase of program planning. By the time the eighth youngster has asked the same question, it dawns on us that someone has given an assignment somewhere. We then simply reinforce our stereotype as handmaiden, run around and help the youngsters, and complain about not getting advance warning. Rarely do we pursue discussion with the teacher to prevent a recurrence.

I would suggest that it is foolhardy, if not downright dishonest, to claim that we are helping teachers accomplish their objectives if we don't even know what they are, let alone have any role in helping to plan them.

We all know how well a ten-year-old can interpret the directions given to him or her by another adult and yet teacher-librarians persist in using the youngster as the professional link with the classroom teacher. We have to move our involvement back to planning with the teacher so that we have that clarity of communication and each knows what is expected, and where we are going. Only in this way can everyone work effectively toward accomplishment of the objectives. Stated another way, discussion with teachers should focus less on what we want the students to do and more on what we want them to learn, and only then on how we are going to organize for that learning.

By putting time into planning, there will be that clarity of communication about what the students are to

learn, what previous skills and activities they have been involved in, what resources are appropriate, and how they are to be used; there will be determination of how student competence in these skills is going to be measured, and there will be some assessment as to the effectiveness of the unit itself.

If we believe that research and study skills or information skills, or whatever we want to call them, are important then there must be a systematic approach to their development. They have to be specified and included in school district goals. We can no longer simply react to teachers who determine that they wish to use library resources and take a gentle, hodgepodge approach. We are really wasting our time teaching skills that are not going to be followed up and extended in succeeding years. We are also saying that these skills are not really important for all youngsters because some students can be taught how to make effective notes for five years in a row, while other students are not taught it ever.

Consequently, tied in with cooperative program planning and teaching, there must be a school-based, staff-developed skills continuum for research and study skill development. At the elementary level this is relatively easy to develop, and at the secondary level it is relatively easy to develop with different subject departments. The process of involving teachers in articulating specific information skills at different grade levels provides part of the framework or reference points for effective cooperative planning. For example, in planning a unit at the grade 3 level in science or at the grade 10 level in social studies, it is much easier to refer with the teacher to the school's continuum of skills to determine which skills should be introduced or reinforced during that unit so that there is a systematic and developmental approach to research and study skills.

The research and study skills continuum overcomes many of the problems of a haphazard approach and also implicates

the staff in the success of the program. With the research and study skills continuum, of course, it becomes quite easy to develop different units of study with classroom teachers at each grade level, but these units incorporate the same skills. Teachers are then able to choose topics and units for research and study skill development or to develop new units with the teacher-librarian but all students at the grade level are taught specific things and it's incorporated with classroom instruction. In this way the program becomes entrenched in the school and provides a foundation for continuing growth and development.

At this point, it becomes critical that the teacher-librarian write down the unit as it was developed with the classroom teacher, noting such things as the objectives, how the program was organized and scheduled, what activities were developed, what specialized resources were used, which materials were better for slower youngsters, and which were better for youngsters who needed more challenge, and what the two partners thought the strengths and weaknesses of the unit were and how it might be changed if it were done again.

This provides two important support systems. The first is, that when working with the teacher again on the same unit in a succeeding year, or even with different teachers on that unit, it is much easier to revise and adapt to new circumstances than to start from scratch. In this way, the resource centre develops a large collection of resource-based units which integrate research and study skills for demonstration to teachers and for revision to meet program needs.

What happens too often today is that when the teacher-librarian leaves the school, the program essentially leaves with him or her. The new teacher-librarian goes through all the same processes of getting to know the staff, making overtures, starting to plan with one person, and so on. How much better it would be if the new teacher-librarian found that there had been a large number of units that had

been developed and could work with teachers to revise, adapt, and then build on them rather than starting over.

Similarly, when the classroom teacher leaves, there are units which he or she has developed with the teacher-librarian which can be presented to a new teacher-librarian in a new situation, again revised and adapted, but forming a component of a program which is ongoing. Without this foundation for resource-based learning in the school, we are really no further ahead today than where we were 45 years ago. Each year we virtually start all over again. What an incredible waste and what a loss of easily obtained commitment from teaching colleagues.

The prescription for survival and even growth is relatively simple--a stated aim for the program, a clearly defined role for the teacher-librarian, commitment by the teacher-librarian to that role, cooperative program planning and teaching as a philosophical framework, a school-based scope and sequence continuum of study and research skills, and units of study which are not only jointly planned and taught but also recorded for future use and improvement.

Guidelines for these can be established both at the district and the school level. There must be guidelines for flexible scheduling, for example, and guidelines for cooperative planning. It seems to me that the district has a responsibility to define these guidelines, but this seems to be a school-based decision. In Vancouver, we found that when there was a board policy mandating flexible scheduling at the elementary school level, the programs had a much better chance of support and teacher involvement. In other words, our teacher-librarians do not provide spare periods and resource centre use occurs after planning between the teacher and teacher-librarian.

We also found, to the surprise of a great many, that the circulation of library materials increased dramatically, in fact it tripled in eight years, after rigidly-scheduled library classes were ended. And, as you know, if the

purpose of the program is to provide spare periods, there are many, much cheaper ways of doing that and districts will certainly discover them quickly if they haven't thus far.

Education for School Librarianship

The question that immediately comes to mind is "How do we get to this position?" Where we are badly let down, of course, is in the institutions training teacher-librarians. Obviously, there is a critical need for minimum qualifications for teacher-librarians. You simply cannot transfer a teacher from the classroom to the resource centre and presume this knowledge of research and study skills, cooperative planning, team teaching, resource-based learning, and the selection and organization of materials. These are specialized skills that have to be developed in addition to teacher education and classroom experience. But there is no stated aim for the program in most faculties of education and library science, there is no outline of competencies to be developed, there is no cohesive statement on the role of the teacher-librarian, and yet this is where it all begins. Teacher-librarians are coming out of these programs having been convinced that every component of the resource centre, from curricular leadership to cataloguing, is equally important. They have not been provided with a context of cooperative program planning and teaching and they have not been provided with the important, specialized skills to set priorities within that context, or to advocate strong support for the program.

Not only is there not a stated aim, clarified role, and context for the program, but just the number of units assigned to each area of work is message enough for the prospective teacher-librarian. Ample time is often given over to cataloguing and organizing resources, for example, while cooperative program planning and teaching is buried in general courses on services, which include not only

storytelling, story reading, booktalks, but often facilities, if you can imagine. Prospective teacher-librarians must have opportunities to learn the skills necessary to plan with colleagues and team teach and to provide leadership in program advocacy.

Those who persist in placing an emphasis on reading and telling stories to youngsters on a regularly scheduled basis in order to provide spare periods for classroom teachers will be the death of school librarianship. I would like to state that again. Those of you who believe that by reading and telling stories to youngsters on a regularly scheduled basis and teaching library skills out of any meaningful context should get out of teacher-librarianship and give the rest of us a chance of preserving and extending what is good and exciting in what we are doing. There are still too many teacher-librarians who are paid professional salaries for being effective homemakers, book exchangers, and all round martyrs.

Program Advocacy

If teacher-librarians do not have a clear understanding of their role, if they cannot speak with a unified voice, how on earth do we expect principals and teachers to understand what we are doing, work closely with us, and speak on our behalf? Until we develop an understanding of who we are and what we are about, the essential component of program advocacy becomes very difficult to implement with confidence. We are not both teachers and librarians; this is not a dual role--we are teachers who specialize in the effective use of learning resources, teachers who know what information skills are and how they might be integrated in instructional programs.

We must become advocates for our programs, there is no question of this. We must also speak in the language of the audience, namely in terms of education. We must speak with a clear, cohesive, and unified voice.

Strong programs in schools are not difficult to develop. But strong programs must rest on strong, philosophical foundations with stated goals and objectives if they are to be both valid and sustaining. This means that the programs must operate within a framework of cooperative program planning and teaching and a well understood and supported role for the teacher-librarian, with many referral points for entering the curriculum, such as through a continuum of research and study skills. A so-called strong program which takes place within the framework of scheduled library skills classes, or scheduled literature appreciation classes, or at the secondary level within the context of English classes only, is not a strong program at all. The resource centre may be busy and the youngsters may seem productive, but the research is clear that these youngsters are not going to retain those skills of processing and using information and apply them in different contexts in their school career and beyond.

We might begin with our sense of professionalism. Some believe they are professional simply because they are teachers and/or librarians. In other words, professionalism is defined by the level of academic achievement. Others define professionalism by the long hours which they work, and not being a puncher of clocks in order to collect a cheque. I think that the word professionalism involves both of these things.

There is indeed a body of knowledge that it is necessary to master for one to be an effective teacher-librarian. There is also a framework or understanding of where the program is going and how it is going to get there that is essential. These are developed through that level of academic achievement and through long hours of work.

But there is also the question of commitment--the commitment of the teacher-librarian to teacher-librarianship. Professionalism is also, after all, an attribute. We have seen too many teacher-librarians who are not concerned about

program erosion because they know they will always have some kind of position. There is no commitment to the program, there is no commitment to the profession, there is only a commitment to continued employment regardless of where that might be within the school or library system. I would submit that advocacy and commitment are what we will be looking for in teacher-librarians over the next few years if we expect the program to expand and survive.

John Naisbett in Megatrends outlines that we are moving into a world which will be information rich, a cliché which you have heard many times, but also a world which may be knowledge poor. The reason for this is that citizens will not be able to handle information effectively. Surely, this is what teacher-librarianship is all about. Helping youngsters to develop a commitment to informed decision-making, through the ability to locate, process, and use information effectively, is going to be critical to the continuation of democratic societies and to technological achievement.

We as teacher-librarians have a central role to play in this, as an integral component of public education. Teacher-librarians as I know them are essential to the public schools. With role clarification, a strong commitment to cooperative program planning and teaching, a framework for success through flexible scheduling and a school-based continuum of research and study skills, units jointly planned and recorded with teachers, teacher-librarians will be in the forefront in the resolution of educational problems in schools in the information age. Graduates of our schools will be able to define important problems, locate pertinent information, extract it, analyze it, organize it, and use it effectively, whether from books or data bases. They will be well-prepared for the society of today and tomorrow. This is our potential, ladies and gentlemen--I would urge you, through your professional commitment, to make it your personal promise.

THE JOINT-USE PHENOMENON: A POSITIVE APPROACH

James G. Dwyer

Setting the Scene

I should like for a moment to be a story teller and to relate a story which some of you undoubtedly have heard before. It is attributed to William G. Carr in addressing the National Congress of Parents and Teachers, and it is as follows:

Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across the moat there is a drawbridge, which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the morning and back to the mainland at night. Why do these young people go out to the island? They go there in order to learn how to live on the mainland.

After the last inhabitant of the island has left in the early afternoon, the drawbridge is raised. Janitors clean up the island, and the lights go out. . . .

Such, in brief, is the relation of many American schools to many an American community.⁽¹⁾

It is of significance that that talk by Carr was given, not in 1984 or 1982, but in 1942. In the eyes of many people it is still the pattern of things. In the eyes of some it is the way things should continue. I venture to say, however, that in the eyes of most education administrators (at least in my own country) it is no longer the ideal road to follow.

During the past decade we have been going through a period of great community-mindedness. One gains the impression that almost anything related to this issue was automatically worthy of funding, or of publication, or of implementation. Such of course is far from the fact, but the impression was symptomatic of the times.

In Australia the bandwagon of community education tended to carry all before it. The fact that there was no uniform understanding of that term or that it was being interpreted in a great variety of ways seemed to matter little. The term was being used as a springboard to obtain funding and approval for the implementation of various projects, including the sharing of library resources and facilities.

The provision of separate facilities for school and public libraries (and I am using the term "school" in the broad sense of any formal educational institution) is generally accepted as more suitable and advantageous to clientele than a joint service. That claim would have been accepted almost without question a few years ago; more recently it is at least being discussed if not questioned by various administrative and funding groups. More and more has support for joint facilities in certain circumstances been urged by various bodies, including the Interim Committee for the Australian Schools Commission which in 1973 commented, "This seems an excellent arrangement, especially in areas such as small country towns and the inner suburbs of cities where cultural facilities are often severely limited. The Committee believes that educational authorities should favour proposals which involve a school-community relationship in the development of library facilities."⁽²⁾

The Interim Committee having sown the seed, many educators at the grass roots level grasped the nettle in an endeavour to innovate. Education administrators, however, were generally more cautious. Furthermore, I believe that the Schools Commission (the permanent body replacing the Interim Committee) has since been more cautious about the concept, possibly realizing that it was in fact a nettle which required careful handling. The library profession, and particularly those sections of it engaged in providing or administering public library services, has been even more cautious; in fact I would suggest that with some few exceptions, it has only agreed to face the issues through fear

of being forced into a corner and having to accept what was thrust upon it. I applaud this awakening of interest in discussion as I believe it is the only way that satisfactory results can flow. Unless all the issues are discussed, the advantages properly assessed and the problems and disadvantages weighed, proper decisions cannot be made.

Attitudes

The title of this paper, "The Joint-Use Phenomenon: A Positive Approach" may require some explanation. I have chosen the term "joint-use" rather than the more specific "school/community library" for no insidious reason. Much of what is raised today would apply to joint library services other than the combined school-public library, although the examples I shall be alluding to are of that specific variety.

In using the term phenomenon you may think I am flying high. In fact, the World Book Dictionary provides the following alternative definitions:

- A fact, event or circumstance that can be observed;
- Any exceptional fact or occurrence;
- Something or someone extraordinary or remarkable.

It is my contention that each of these definitions is applicable to the type of service we will be discussing.

When submitting this topic for consideration by the Conference Program Committee I provided the following Statement of Intent:

The literature of joint-use library services is essentially a negative one. Yet recent years have witnessed an increasing number of successes. These have seldom been documented and made known to the wider library community. The purpose of this presentation is to redress the balance, to document some of the successes and the reasons for their success, to promote positive attitudes and to dispel some fears.

So I wished to highlight the fact that this would not be another negative approach, or a warning to the unwary, or a paper giving halfhearted support to the concept. Also, the

title and the intent are, I would suggest, in keeping with the Conference Theme: School Libraries/Media Centers: Partners in Education, and with the Session Sub-Theme: Partners in Service: School and Public Libraries.

It is important, I believe, to consider the reasons for the negative attitudes which prevail towards school/community libraries. There are four reasons on which I wish to comment.

The first relates to service. Libraries are essentially a service industry. Irrespective of type of library, service to clientele is of the essence. It has been traditional in my own country (and I believe in others) that proper service can only be provided for clientele through a library specifically established for that clientele.

Consider for a moment the differences between school libraries and public libraries. There are many definitions of the purposes of each type of institution and each of you would have read and heard a number of those. Those which I have chosen to quote obviously suit my purpose, but I confidently say that they are representative and give an accurate summation of activities. To quote, then:

Public Library. It is the function of the public library to:

1. serve the community as a general centre of reliable information;
2. provide encouragement and opportunity for children, young people, men and women to educate themselves continuously;
3. promote, through guidance and stimulation, an enlightened citizenship and enriched personal lives.(3)

School Library. The school library exists to serve a special segment of the population. Its responsibility is to provide on-the-spot service for all school needs. This concept of the school library affects all aspects of the service - facilities, personnel, book collections, programs.(4)

Now I will readily admit that those functions are different in that one institution endeavours to cater for the needs of the total community while the other deals with a special

segment of the population. However, the functions as stated and the method of operation are not dissimilar; furthermore the basic goals of each institution are the educational, recreational and cultural development of its clientele. It could well be claimed, then, that if the physical facilities and the resources can be made to cater for the whole community and also for the specific needs of one section, a joint facility could serve the purpose in certain circumstances.

A second cause of negative attitudes is the bad influence of reports of the establishment of joint-use services merely as an economic measure. There are, unfortunately, examples of a number of communities providing, or attempting to provide, in this way a service on the cheap. As the sole or the major criterion for establishment, this is quite unacceptable since it ignores the service aspect.

A third cause is the failures and the publicity they receive. It has always intrigued me that the literature of the past has plenty of coverage of joint-use services which have folded or had serious difficulties. I am equally intrigued at the comparative lack of publicity for successful ventures.

The final cause of negative attitudes I shall mention is simple, sheer prejudice. There is little one can say about that. As you know, there are none so blind as those who don't want to see, and my experience has been that there are many people who simply don't want to see anything positive about a joint-use service. I have encountered such attitudes in audiences, but it is pleasing to note a substantial decrease in the incidence of such attitudes. It is of interest that I have noticed less prejudice since the Library Association of Australia endorsed a Statement on Joint-Use Libraries in 1981.

Personal Statement

I am conscious that I could fall into the same trap of prejudice by being seen as a rabid advocate of joint-use services. So let me state my position clearly. It is based on service. I am a rabid advocate of the best type of library service appropriate to a specific community. If on investigation that happens to be a joint-use service, then it would have my full endorsement.

Perhaps I should establish some credentials so as to obviate any possibility of being accused of speaking from a position of total ignorance. While I don't claim to have "seen it all", I have made the study of this topic one of my major activities over the past 12 years. I have visited and observed examples in Australia, Canada, New Zealand, Mainland United States and Hawaii - in all, I would have seen close to 100 examples. I have read extensively - in fact everything I could get my hands on. And I have been actively involved in the planning, development, implementation and continued upkeep of a state-wide scheme of school/community libraries since 1973.

One of my most satisfying and educational experiences occurred in 1977/78 when the Australian Schools Commission, which had responsibility for assessing needs and formulating policy for Australia's schools, commissioned a national survey of school/community libraries in Australia. I was released by my Department to undertake that survey. The Commission requested that the study be essentially of a descriptive nature, but at the same time give consideration to the factors which seemed to affect the establishment of joint facilities. The survey was to cover all parts of Australia and was to include both existing and proposed projects as well as variety in terms of setting, location, population and type of facility.

Twenty-one projects were investigated, with all but one being visited. They included joint library services based in primary (elementary), combined primary-secondary and

secondary schools; services based in community centres; a library based in an educational institution and available to the public; and a community institution incorporating a small library and available to schools.

The trends which I was able to highlight from my investigations were these:

- school/community libraries are generally more suited to secondary than to primary schools;
- school/community libraries lend themselves very well to rural and rapid growth areas and appear to be readily accepted there;
- contrary to expectation, most projects were not equally funded by the participating agencies;
- many schemes provided a reasonably satisfactory service despite the fact that the public component had not been planned beforehand, but had been 'added on';
- seven different categories of librarian-in-charge were identified, indicating the range of opinions in this field, although the personal qualities of the individual were recognised as the most important factor for this position;
- integration of school and public collections was the common practice;
- the survey did not uphold the common criticisms of school/community libraries that public access to school material is detrimental to the teaching programme, or alternatively that child access to adult material leads to censorship problems;
- there was little evidence of restricting public access to after-school hours. However, public response during school hours was, on the whole, less than anticipated.

In summarising my findings I was able to say that this type of development of co-operative projects "is far from uniform across the country as is evident from the extent and levels

of service discussed. Nevertheless, it points to a healthy climate where service to people takes precedence over stultifying tradition. Attitudes range from total commitment in sharing resources without consideration of the need for safeguards, to cautious restraint falling just short of opposition. In any new field of endeavour such a range of attitudes must be expected. What is very evident is that a basis for co-operation has been developed. That such co-operation is tinged very much with compromise is in itself evidence of a desire for service to be given even when the service must of necessity fall below the ideal."(5)

One of my major reasons for visiting the U.S.A. in mid-1976 was to examine some of the projects where the one library facility was being used as a school library and a public library, because my own Department was embarking on a scheme involving the shared use of library facilities in special circumstances. I was struck, on that occasion, by the great variety of conditions pertaining to the establishment, management and operation of their school/community libraries. It became obvious to me that:

- There were many reasons for the establishment of those facilities.
- No pattern could be established concerning the ideal size of the community served.
- Some facilities were planned initially as joint ventures, while the majority catered for increased clientele by the use of the existing facility or by some additions.
- While there was usually some sharing of financial responsibility, one or other party generally bore the greater financial burden.
- Very few operated with firm contractual agreements between the parties.
- Opinion was evenly divided on the issue of integrated collections.

- A similar situation existed concerning unrestricted public access, even during school hours.
- Restrictions on access to certain materials existed in many areas, although some consistency was evident in that such restrictions were always advocated through school or parental influence and not by public library personnel.
- No uniform, consistent or even advisable staffing patterns could be determined.

As you will be aware, these are all issues on which many experts would have us believe there is no room for manoeuvre. It was of great interest to me, however, to discover that those factors in themselves were not the critical issues. For instance, in one neighbourhood there were two school/community libraries, both based on secondary schools of comparable size, serving similar communities, having similar support facilities from the central regional library service, and with similar staffing structures. Yet one was working satisfactorily while the other was disappointing both types of clients. To an impartial outsider the reasons for the difference were obvious - the former was well planned, of easy access to all clients and operated with a cooperative staff; the latter was of "modern" design with the library central to the teaching spaces and accessible only through the administration or the teaching areas, and operated with "school" and "public" staff whose roles were strictly defined and who were incompatible in philosophy.

I also recall a school/community library in a small country town where the authorities were disillusioned about the whole concept because their own carefully-planned and built facility was not working - in fact there were only five registered adult borrowers. Again an outsider could offer some suggestions as to the reasons for failure - the "librarian" was untrained in the task, and of more

significance I believe, the school was on the outskirts of the town and separated from the shopping and housing area by the main highway and the railroad track.

When we read various reports of failures of school/community libraries, then we must bear in mind that perhaps some were doomed to failure even before they were opened. It seems to me that while there is relevance in such matters as legal agreements, integration of collections, size of community and financial responsibility, the really critical issues are positive attitudes, accessibility of the library, availability to the public and the quality and compatibility of staff.

A Network of Services

Having extensively and probably excessively disposed of some personal philosophies, I can now get down to dealing with my main topic, which is to describe in detail a specific planned network of school/community library services. The system is that which exists in my own state and which, while it may not be unique in approach, is, I believe, an outstanding example of what can be accomplished given positive attitudes.

I can speak of the South Australian scheme from first-hand experience because I have been involved from its conception, through gestation and birth, and during its development towards maturity.

In order to put matters in perspective and to ensure that you have proper understanding of my thesis, I must give a brief lesson in the geography, the demography and the historical provision of library service (public and school) of South Australia.

The state is in the central southern part of the continent. In terms of area, it comprises 13% of the nation (in round figures, 380,000 square miles out of 3,000,000 square miles). Perhaps more meaningfully it should be pointed out that the state's population is less than 9% of the nation

(1,350,000 out of 15,500,000). Most significantly, however, that state population is very urbanised, so that 75% or 1,000,000 live in the greater metropolitan area of the capital city Adelaide. The next largest city is Whyalla, whose population is only 32,000. Only three other towns have in excess of 10,000 people. There is a multiplicity of small centres, generally around farming areas, with some isolated fishing, farming and mining communities.

It will be obvious that such peculiar urbanisation has implications for lifestyle, for cultural pursuits, for economic growth, for political manoeuvring and for many other facets, including education and public library services.

School libraries in South Australia are provided as part of the normal education facilities in every school. With few exceptions they are staffed by teacher-librarians with qualifications in education and librarianship. A multi-media approach to resource provision is followed, although in practice there has historically been a definite bias towards print media. In 1983, resource centres held 25 items per head (20 print and 5 non-print). In the same year, an average of \$14 per head was spent (\$8.16 on print and \$5.87 on non-print).

TABLE 1 - 1983 SCHOOL LIBRARY STATISTICS

<u>Items per Head</u>		<u>Expenditure per Head</u>
Print	19.92	\$8.16
Non-Print	5.25	\$5.87
Total	25.17	\$14.03

I realise that such statistics do not give a true picture of individual library provision or service. Yet they will perhaps provide a reasonable background for your understanding in general. That there are difficulties and less than desirable practices will be evident from the sparse nature

of the population and harsh climate in certain areas which are low on the priority lists of staff recruitment and transfer.

Uniform free public library service in South Australia is practically a recent development. The state has a history of provision of Mechanics Institutes in all settlements dating back to the early days of the colony. They were centres of community interest and involvement, particularly in the nineteenth century, and attracted small government subsidies to support their generally small library collections which were purchased through members' subscriptions.

Although South Australia passed a Free Public Libraries Act in 1898, issues related to the existence and influence of Institutes prevented local public library services from gaining popularity. By 1978, only 28 of 129 local government areas could boast a free public library service. (You will understand that many areas of the state were too sparsely populated to support a viable public library service.) Fortunately great strides have been made in the intervening six years; the one hundredth public library service (including school/community libraries) was recently established.

So much for the lesson in social studies. Now I can get down to an explanation of the school/community library scheme. In doing so I would draw to your attention three facts:

- Education is essentially a state responsibility, school libraries therefore being a matter for the state Education Department.
- The provision of a public library service is a local government (Municipal Council) responsibility, with subsidised assistance from the state government.
- The Libraries Board of South Australia is charged with oversight of public library provision and for management of the subsidy scheme.

Some understanding of the respective roles of these three groups is necessary for an appreciation of the operation of the school/community library scheme now being outlined.

In 1973 the Minister of Education also had the portfolio of libraries, so that the Libraries Board of South Australia was under his jurisdiction. In that year the Minister appointed a representative committee to report to him with recommendations for the establishment of a detailed working scheme for the community use of secondary school libraries in small rural communities. The Committee's report, Community Use of School Libraries, was presented in 1974 and accepted by the government in due course. The guidelines established have undergone little alteration despite four revisions, the changes that have occurred making the scheme more practical and flexible. Without detailing all the guidelines specifically, let me highlight the essential characteristics of the scheme as it presently operates, noting its official standing in that the "Guidelines for Establishment and Operation" have been accepted by Government.

- The scheme applies to small, rural communities where no public library service exists.
- The population served by the school generally must be below 3,000.
- Normally the service is based in schools with secondary enrolments.
- A formal contract should be agreed to and signed by all contributing parties.
- Material provided by the school authority consists of normal school library stock.
- The Principal retains responsibility for determining whether parts of the school library stock may be temporarily unavailable or available only for short term loan.
- Public stock is that normally provided in public libraries and in accord with their stock-per-head-of-population formula.

- The teacher-librarian is responsible for exercising normal professional discretion in issuing adult material to children.
- The library building and its maintenance are the administrative and financial responsibility of the Education Department.
- Where no building alterations or extensions are required, the cost of additional shelving, furniture and furnishings to accommodate public stock and use is borne by the local government authority (on subsidy from the Libraries Board).
- If building alterations or a new library building are required for the service, the cost of any building component, shelving, furniture and furnishings above the standard of provision for a school library is borne in the ratio 1/3 Education Department and 2/3 local government authority (on subsidy from the Libraries Board).
- Staff provision is according to an agreed formula and is the financial responsibility of the Education Department.
- Funding for the public stock and for the establishment, maintenance and staffing of any branch or depot of the service is the responsibility of the local government authority (on subsidy from the Libraries Board).
- A joint service is established only if requested by the local community.
- Requests for establishment are forwarded initially to the Libraries Board of South Australia which seeks advice from its Joint-Use Libraries Advisory Committee.
- If a joint service is considered appropriate, carriage of the proposal is the responsibility of the inter-departmental School/Community Libraries Committee.
- At the local level, the service is administered by a Library Board of Management consisting solely of local

personnel who are representative of school staff, the School Council and the local government authority.

There are three administrative aspects of the scheme that require additional comment if the support structure is to be understood.

I referred above to the School/Community Libraries Committee. It is an interdepartmental group, appointed by the Minister of Education, to process approved applications, prepare administrative arrangements for the establishment of services, monitor all aspects of the scheme and make recommendations for changes to the Guidelines. In effect, it performs the role of watchdog to ensure that the scheme has every chance of success.

Also at the central level are two agencies which provide practical support. The School Libraries Branch of the Education Department employs one professional officer who, apart from servicing the School/Community Libraries Committee as its Executive Officer, maintains constant contact with existing services, conducts continuing education courses for those involved and provides advice and assistance where needed. The Public Libraries Division which co-ordinates public library services in the State, maintains a position of Extension Services Librarian with specific attention to country public library services. This person also has an advisory and assistance role and includes school/community libraries in her sphere of activity.

The third administrative aspect I want to highlight is the role of the local Library Board of Management. Essentially the Board administers the service at the local level, determines ongoing policy for the service and manages its affairs within the Guidelines. Membership of the Board consists of the school principal and the teacher-librarian, together with members of the School Council and nominees of the local government authority, such that the nominees of local government are in an overall minority of one. The

Board elects its own Chairperson and it is recommended that this should not be the school principal. Duties of the Board include the following:

- Determine the hours of public use opening outside school times.
- Recommend additional professional and/or non-professional staffing requirements for the main school/community library.
- Arrange for distribution via school buses and additional distribution points.
- Arrange for additional non-school staff for distribution points
- Make recommendations concerning library space etc., within the school.
- Promote the library in the community and in general establish communication with the community.
- Provide the Libraries Board of South Australia with estimates of expenditure on books and administration for each financial year.
- Submit audited claims for subsidy to the Libraries Board.
- Meet regularly to consider the business of the school/community library.
- Review annually the operation of the school/community library and implement changes as required within the framework of these guidelines, after consultation with, and approval by, the School/Community Libraries Committee.

The intention in providing for these local boards of management was to bring a sense of control to the local community as distinct from control by the central bureaucracy or by the school. While in general this has been achieved, there exist examples where some pressure has had to be exerted in order to have this control accepted.

The school/community libraries scheme in rural areas formally got under way in 1977 with the establishment of two services. The number in operation now totals 28; 3 more have been approved and are in the process of establishment; a further 13 services are at the negotiating stage and 4 additional centres are seen as likely participants. Thus, approximately 50 services are expected to be involved by the time the scheme is in full operation around 1987 or 1988.

The development and expansion of the scheme to that level within ten years of establishment might seem to be foolhardy and a matter of unwarranted haste. But consider these factors:

- The scheme was planned and based on serious, careful prior assessment of all relevant factors.
- All groups likely to be affected by or involved in the scheme were represented on the planning body.
- Much planning and consultation occurred between approval in principle for the scheme (1974) and establishment of the first service (1977).
- There existed committed financial and moral support of the government bodies involved.
- Projects could proceed only with the positive attitude and formal request of the local community.
- Central co-ordination and support was guaranteed.
- Firm provision existed for local management and control.

With such background, all reasonable efforts were made to ensure that a well-conceived plan would have every encouragement for success. Of course, some problems were encountered and it is only sensible to highlight some of them.

- A few local government authorities in non-qualifying areas became interested in the scheme as a means of providing a cheap service.
- Some political pressure was of course exerted to have services established outside the guidelines.

- Since the school principal was often a major catalyst in the establishment of a service, his successor following a transfer did not always have the same commitment, at least initially.
- Because the service did not automatically attract increased professional library staffing, the teacher-librarian became burdened with a considerably greater responsibility and load.
- Library education courses seldom made any reference to joint-use services and only recently have such courses included theory and practice modules on joint-use services.
- Because of the isolated location of many of the services, it has not been an easy task to persuade experienced teacher-librarians to seek transfer to them.

Despite these problems I can make the almost extravagant claim that the scheme has been a resounding success. I say this for these reasons:

- A public library service has been brought to those areas of the state which otherwise would continue to be deprived. Presently 55,000 people are being serviced through the 28 existing projects.
- School facilities, which are publicly funded institutions, are being used more effectively, more frequently and by a greater number of the community.
- Resources of the school library are made more widely available not only to the adult community, but also to students and teachers from neighbouring schools who use the facility as their local public library.
- School clients (students and teachers) have ready access to a much greater range of materials than through a separate school library.
- The degree of community involvement and interaction can only be described as highly satisfying. It has brought

many more parents into direct contact with the school on a regular basis and has broken down barriers which have existed traditionally.

- In many instances a strong sense of local history has been engendered through close community contact.
- Social benefits have been developed by such means as the delivery of library services to local hospitals, old folks homes and through meals-on-wheels. Students are often involved in these programs.
- Local decision making on library policy has all but eliminated complaints to the central education authority concerning unsuitable material being placed in school libraries.

There is no doubt that the scheme has attracted a great deal of attention and interest in other parts of Australia. It has also brought a degree of amazement from the profession that virtually the only reports emanating from the projects are of satisfaction and positive response. It has attracted many visitors, and if one common factor could be said to have emerged from those visits it would be the realisation that the scheme is not replacing a "proper" public library service but rather is providing a public library service which otherwise would be denied these communities.

Nor is the scheme static. I mentioned earlier that the Guidelines have undergone four revisions in the light of experience and advice from established services. The School/Community Libraries Committee sees its role not merely to establish services, but also to monitor progress and to respond to suggestion. It disseminates its reports widely in order to encourage understanding. In 1983 it took advantage of a Sabbatical visit by Dr. Lorne Amey from Dalhousie University, editor of The Canadian School-Housed Public Library. Dr. Amey spent six weeks closely examining the scheme and, on behalf of the Committee, produced an

evaluation instrument which has now been published⁽⁶⁾ and will be used for self evaluation by each project.

The scheme as outlined is not presented as a blueprint for others to follow. In many respects it is peculiar to the South Australian situation, particularly in relation to:

- sparse population areas
- isolated communities
- local government authorities with a small per capita rate revenue
- school libraries with professionally qualified staff
- an education system committed to encouraging community participation and involvement
- a government committed to upgrading depressed public library services.

But of course there are elements which are applicable to other situations.

And now perhaps I should end on a subjective and controversial note. If I were asked to state those factors which make or break a joint-use library service, the list would be long indeed. Let me instead isolate the ten points which experience tells me are the most crucial to success. They would be:

- Emphasis on providing service to the community.
- Careful planning.
- Positive attitudes.
- Involvement of all parties in discussion prior to decisions on establishment.
- Local community request for the service.
- Committed interest and support of funding authorities.
- Local management.
- Provision of suitable, compatible and adequate staff.
- Unrestricted access by all users.
- Flexible guidelines and procedures.

The underlying themes of those points are commitment and co-operation. I would like to think that those two "C" words will replace the emphasis given by so much previous documentation on school/community libraries to the other "C" words - compromise, controversy and conflict.

REFERENCES

- (1) Minzey, J. D. & La Tarte, C. Community Education: From Program to Process. Midland, Mich., Pendell Pub. Co., 1972, p. 23.
- (2) Schools in Australia. Canberra, Govt. Printer, 1973, Section 8.7.
- (3) Ontario Library Review, vol. 22, no. 2, June 1968, p. 82.
- (4) Ontario Library Review, vol. 22, no. 2, June 1968, p. 83.
- (5) Dwyer, J. G. Co-operation or Compromise: School/Community Libraries in Australia. Adelaide, 1978, pp. 68-69.
- (6) Amey, L. J. Joint-Use Library Evaluation. Adelaide, Education Department of South Australia, 1984.

PARTNERS IN SERVICE: SCHOOL AND PUBLIC LIBRARIES

Mitsuko Ōmori

During the past ten years, our public libraries in Japan have been developing and growing a great deal. This is due in part to the libraries' policy decision to emphasize lending, and in part to the growing awareness among our citizens of the importance of lifelong study and their increasing demand for reading material. On the other hand, our school libraries are still very much in a state of stagnation. As this problem is not my main topic, I don't want to go into it in depth, but will just say this: very simply, the first reason is that the educational system in Japan does not understand and recognize the importance of school libraries. Thus, the Ministry of Education does not mandate the hiring of school librarians. While there are libraries in 98% of our public schools, only a minority of them have a librarian on their staff. The other main reason, in my opinion, is that the younger generation does not have much enthusiasm for reading and writing. In this regard, TV, movies, and the like, and also the anticipation of the ordeal of high school and university entrance exams (which test mainly rote learning) both have a very strong negative effect.

With so few librarians, how do our school libraries manage? Well, in the elementary and junior high schools, regular teachers are assigned to be in charge of and responsible for the library, as an extra duty, in addition to their own classes. Often the library may be open only occasionally, for short periods of use, such as during some lunch hours or some days, after school. The senior high school libraries generally do have a librarian in charge.

Under the circumstances, I very much hope that the school and public libraries can work together and cooperate

for our mutual benefit and future development. I believe this is very important for us.

Now, before I tell you about the ways our school and public libraries are working together, I want to give you some background about our city. Amagasaki is about 440 km. west of Tokyo. It is situated in the southeast corner of Hyogo Prefecture, between Kobe and Osaka. With a total area of 50 square km., it stretches 8 km. from east to west and 10 km. from north to south. The population is 518,985, with 177,365 households. Amagasaki is a modern industrial city with a long historical tradition going back at least 2000 years. Lately the city has become quite prosperous with many chemical, industrial and commercial enterprises, while on the other hand, many old historical sites and remains can easily be found. We keep hoping and working to make the city a more active and healthier place.

Schools and public libraries in Amagasaki. There are 45 elementary, 22 junior high and 15 senior high schools. Our goal in educating students is to produce responsible members of society--people with warm hearts and respect for human values, wishing to be of service to others and interested in continuing to learn throughout their lives.

We have 2 public libraries, 2 bookmobiles and 11 branch libraries. The total collection numbers 296,732 items. We have 1,525 books in Braille, 1,490 cassette tapes and 288 films. The main service policy is that the library will give service to anyone who requests any information at any time.

Partners in Service: School and Public Libraries.

The Amagasaki School Library Association has been working for cultural development through reading since 1960, and we have successfully carried out several cooperative projects with the public library for our mutual benefit. We also exchange many things, such as views, data, information and research.

Now, I would like to introduce what we are doing and how we are doing it.

- (A) We have about one and a half months of summer vacation, and during this time we send staff members to the public library for 2 days of floor duty training. They discuss basic policy and procedures with the public library staff and then help library patrons with their individual needs, suggesting and introducing new books, and spending some time consulting in special areas of study. This training is very helpful to our staff members, making them better librarians and adding to their knowledge, and it generates good publicity for both the public and the school libraries.
- (B) We send our student library helpers to the public library, also, for one day of training. The student helpers will share and exchange information with each other, too, and the training and sharing are very useful when the students work in their school libraries.
- (C) Senior high school students can serve as volunteers at the public library. This activity is managed by the student broadcasting club and the school librarian. The volunteers go regularly to the public library to make cassette tapes of "Amagasaki City Report" and the like, and these tapes are very useful as a kind of "talking book" for the blind. We have received so many letters of thanks for this service. We think it is very good for students to participate in this kind of understanding and sympathetic activity for the handicapped.
- (D) We have 3 vacations per year, and during these times, we hope to increase the number of readers with our recommended reading list, chosen jointly by the school and public libraries.

- (E) We have various training courses to make use of on location, such as story telling, bookbinding, audio-visual aids, origami, picture-show story telling, and so on. These classes are always open to everyone, so we can all enjoy making things together.
- (F) We cooperate to jointly present a program about reading during "Reading Week" in the autumn. For this, we invite some authors and teachers of juvenile literature to give talks.
- (G) Elementary school classes come to the public library with their teacher for a special kind of story tour. Mothers bring their pre-school children and pick out picture books, which the elementary school children read to the little ones, on a one-to-one basis.

From here on, I would like to explain our activities to you, using slides.

- (1) This is our city, Amagasaki. As I said earlier, it's situated in the southeast corner of Hyogo Prefecture, between Kobe and Osaka, and has an area of 50 sq. km., all flat land. The population is about 520,000.
- (2) Working--making--selling: The basis of our living and working city is, after all, the industrial activity of manufacturing goods. Amagasaki is in the center of the Hanshin industrial district. There is also brisk business activity in iron and chemical products and the metalworking industry.
- (3) A history built up over 2000 years, with historical remains--cultural treasures--remaining today. Two well known faces of Amagasaki are those of industrial city and bedroom community, but there is another face. Many areas of our city have old historical associations. Still today, here and there in the city, are important cultural inheritances left for us.
- (4) This is our school, Amagasaki Higashi Senior High.

- (5) This is our school library.
- (6) One of the two main locations of the Amagasaki Public Library.
- (7) This is the browsing room.
- (8) The children's room.
- (9) This inter-school and library mail-delivery car works out of the Board of Education Office. During its daily rounds of all of the schools in the city, it also serves the public and school libraries, delivering and exchanging books and films, and the like.
- (10) As some of our citizens cannot easily visit the public library, this bookmobile serves 72 stations in the city, as well as the school for the physically handicapped.
- (11) This is the teacher's training program that I told you about earlier. They are doing floor duty. The newspapers came one day and picked up on this program and devoted a lot of space to the story.
- (12) Teaching how to use a reference picture book by looking up plant and animal names and then finding the picture.
- (13) Student library helpers being trained at the public library. These junior high students will share what they learn with other students.
- (14) This elementary school student is reading a book for younger children. This activity is very friendly and enjoyable for the little ones--more so than if a teacher or librarian read to them.
- (15) Volunteer action of senior high school students is shown here. The "Amagasaki City Report" is being taped for the blind.
- (16) Checking books to compile a city-wide list of recommended vacation reading. The list will be published in the newspapers and the "City Report" as well as being available in the public and school libraries.

- (17) These are recommended books for senior high school students for this summer.
- (18) The recommended books are even being displayed and sold at bookstores in our city.
- (19) Our school puts out a library report and introduces the recommended books.
- (20) Library reports will be delivered to all students.

Next, I am going to show some of our classes that are offered jointly through the cooperation of our public and school libraries.

- (21) This shows a society for the study of story telling.
- (22) This is a poster for story telling.
- (23) And another poster for story telling.
- (24) This picture shows how to act when telling a story.
- (25) A bookbinding class.
- (26) The books are completed, now. They have learned many techniques that they can use themselves, including book repairing.
- (27) This is an audio-visual aids class. Now there is no problem--we can have a movie at our school.
- (28) This is a very popular and interesting class in "origami." The class members learn to fold paper to make many kinds of figures.
- (29) These are cutting paper and pasting pictures.
- (30) Children are very fond of this.
- (31) Making a "Kamishibai" (a picture-card show) in a training class.
- (32) Showing a "Kamishibai."
- (33) Children are very fond of "Kamishibai" too.
- (34) We have puppet shows every so often at the elementary
- (35) } school and public libraries.
- (36) Working together, we invite well-known authors to talk about reading.
- (37) Story-telling with slides.

- (38) Music appreciation while looking at slides. We have many other ideas, which we expect to try very soon.
- (39) This is our cultural festival, an annual school event. Our student library helpers made a display about our 20 years of school history after researching and borrowing information from the public library.

In conclusion, Amagasaki City plans to continue "Partners in Service" and really hopes to have an even stronger partnership between the public and school libraries in the future, to improve their activities and promote their common goals.

Thank you very much.

PARTNERS IN SERVICE:
SCHOOL AND PUBLIC LIBRARIES
THE GUAM SCENE

Harry Y. Uyehara

Guam Today

An unincorporated territory of the United States of America, Guam is the largest island of the Marianas. Measuring 32 miles in length and from 4 to 12 miles in width, it is the largest land mass in the western Pacific between Hawaii and the Philippines.

Guam is 1,500 miles from Manila; 1,550 miles from Tokyo; 1,800 miles from Hong Kong; 3,100 miles from Sydney; 3,300 miles from Honolulu and 5,600 miles from San Francisco.

The island climate is tropical with a mean annual temperature of 80 degrees Fahrenheit. During the year, the temperature ranges from a low of 70 degrees to over 90 degrees. Brisk, hair-tossing winds prevail during the cool, dry season months of December to April. May and June are the sizzling, sweltering months. July to November is the rainy, humid period in which most of the average yearly precipitation of 80 to 100 inches falls. It is also during these months that typhoons are likely to strike the island.

From high in the sky, the shape of the island resembles a giant peanut. Coral reefs ranging from 20 to 70 yards in width encircle the island. There are numerous, scenic bays but wide sandy beaches are not frequently encountered. The northern part of the island is a high rolling plateau reaching to heights of 400-plus feet with steep limestone cliffs abruptly forming the coastline. In contrast, the southern

half is mountainous, with numerous valleys, streams, waterfalls and dense jungles.

The multi-cultural population of Guam is approximately 110,000. The Chamorros, a racial mixture of the indigenous natives, Spanish, Filipino, other Western Pacific Islanders and Mexican Indians, constitute 35% of the population; members of the U.S. Armed Forces and the dependents, 25%; Filipinos, 22%; U.S. "statesiders," 8%; Asians (Japanese, Chinese, Koreans, Vietnamese), 5%; other Pacific Islanders, 3%; and other groups, 2%.

The official language is English. However, it is often the second language spoken in public, but not in the homes. Only about 10% of the people speak English exclusively; the other 90% is bilingual.

English is the language of instruction in the schools and also the medium of communication in business and government. Chamorro, the native language, is widely spoken and Tagalog, a Filipino language, is also prevalent.

Of the total work force of 33,000, about one-third or 10,300 is on the local government payroll; 6,400 are federal civil service employees. The hotel and tourist industry employs approximately 9,500, and the remainder is engaged in trade and business.

The Guam Public Library

Formal public library service began on Guam in 1949. The nucleus of the library collection consisted of deactivated military base libraries. A small collection of juvenile books was donated through the Los Angeles Public Library System. Initially, the public library was a unit

within the Guam Territorial Department of Education. In 1949, the Education Department was an established agency and the library was considered as an educational endeavor.

In 1954, the Government of Guam established the public library as an independent agency under Public Law 107. From its inception, the library has been governed by a board of directors which has the authority, power, and responsibility for the administration and operation of the library.

The governor of Guam appoints the seven members of the Library Board of Directors with the approval of the Legislature. Guam's library law authorizes the Board to plan for island-wide public library services. Decisions for overall management of the library system are delegated to the Territorial Librarian, who is also responsible for library program planning.

Funding for public library operations is a long, involved process. First, the Territorial Librarian prepares the budget request for library personnel, materials, equipment and supplies. The budget document is then submitted to the Library Board for review and approval. The approved budget is then forwarded to the Department of Administration and the Bureau of Budget, Management and Review of the Government of Guam. After the budget is reviewed by both Departments, it is submitted to the Governor and the Legislature, a unicameral body, for final action.

The Legislature, which has the authority to appropriate funds for all government operations, calls public hearings on all bills, including those dealing with funding for public libraries. These hearings are open to the public and citizens may participate in them. The Governor has the final authority to sign or veto any decision regarding funding for the libraries.

The public library system is comprised of the central library (The Nieves M. Flores Memorial Library); four branches in the villages of Agat, Barrigada, Dededo and Merizo; institutional libraries at the Guam Memorial Hospital, Juvenile Justice, and the Territorial Penitentiary; plus a bookmobile.

The 1983 public library annual report indicated that resource holdings in the system are as follows:

Book Inventory

Agana (Central) Library	83,065
Agat Library	27,550
Barrigada Library	25,823
Dededo Library	24,706
Merizo Library	17,078
Bookmobile	1,987
Total No. of Volumes	180,209

Non-Book Inventory

U.S. Documents	64,771
Local Documents	1,879
Pamphlets	203
Records	3,339
Filmstrips/tapes, kits	1,114
Tapes	361
Cassettes	468
Videocassettes	45
16mm films	475
Microfilm reels	3,382
Microfiche	973
Periodical subscriptions	540
Bound volumes (periodicals)	2,592

At the present time, services offered by the Guam Public Library System include the following:

1. Story-hour reading programs for kindergarten and pre-school children.
2. Summer reading programs for elementary school students.
3. Library tours arranged in cooperation with classroom

teachers and school librarians.

4. Bookmobile stops at elementary schools, villages which do not have library facilities, and at housing developments and village community centers.
5. Compiling and publishing the union list of serials, which lists holdings of the public library, high school libraries, the community college library, the university library and the military base libraries.
6. Interlibrary loans.
7. Library services to the blind and the handicapped.

School Libraries in Guam

In a questionnaire on statistics of school libraries submitted to UNESCO in 1983, it was reported that there are 46 school libraries in Guam. This total represents all school libraries--public, parochial, and private schools. What is impressive about this survey report is that there is a library in every public school at the elementary, middle, and high school levels.

The figures from the UNESCO report, given below, are combined totals of all the school libraries:

Number of libraries	46
2,000 to 5,000 vols....	8
More than 5,000 vols...	38
Number of volumes	282,833
Microforms	392
Audio-visual materials	86,178
Auditory	26,794
Visual	54,199
Combined audio-visual .	5,185
Other library materials	3,359

Number of current periodical titles	1,743
Number of students	29,921
Number of full-time employees	58

The presence of public school libraries can be traced to the 1930s. The 1934 Annual Report of the Governor of Guam mentions the existence of centralized collections of children's books in the Department of Education schools. Precise figures of the number of volumes were not reported, however. Most of the books were donations from the public--civilians and military dependents leaving the island, or local residents who no longer had a need to keep unused books in their personal home libraries.

During this period, the Department of Education also maintained a professional library for teachers. This collection was cited in both the 1934 and 1940 annual reports of the governor. Today, this facility is known as the Learning Resources Center for Teachers.

It was during the mid-1960s and 1970s that school library development in Guam made substantial strides with the aid of U.S. federal funding--the Elementary and Secondary Education Act, Title II, School Library Resources.

With supplemental financial support, the character of libraries changed from book-centered to multi-media resource centers. Along with expanded library resources came the need to assist school librarians in organizing multi-media collections, promoting the use of libraries, improving library skills instruction, and introducing new programs of service.

To meet these requirements, a school library consultant position was established and one of the consultant's first tasks was to develop a school library manual. Guam School

Libraries: A Manual for Service and Organization, the first of its kind in Guam, was prepared and distributed to all schools in 1967.

Although the philosophy statement in this manual was written more than 15 years ago, it still reflects the spirit of the school and public library scene on Guam today. The statement reads as follows:

Realizing that it is the privilege of every school child to utilize his school library to the fullest extent in order that he may be equipped with essential knowledge to live and compete in our rapidly changing world, we feel a proper approach through definite guidelines should be presented to those who are entrusted with this task.

Each child is faced with the importance of obtaining an adequate education which requires the mastery of subject matter and the development of many skills which points up a great need for the use of books and libraries.

Familiarity with arrangement and contents of libraries enables the student to do better work and explore new avenues of learning, but efficient use of books and libraries is not a gift one naturally has, but one which must be developed.

It is our aim to aid the librarian in building a firm and systematic foundation in the fundamentals of library use so that it may become such a way of life, the child will not stop using libraries after he has finished school, but will continue using them on through life. Thus, he will naturally turn to the public library and so continue his education and expand his scope of information all through his life.

BRITANNIA IS DIFFERENT
A COOPERATIVE SCHOOL - PUBLIC LIBRARY IN THE 80's

Sharon Walisser and Janet Renouf

Introduction

Since the overall theme of this conference is Partners in Education and the specific theme for this, the first working day, is "Partners in Service: School and Public Libraries", it seemed to us logical, even necessary, to provide an updated report on the Britannia Community Library experience. It has been six years since Chapman's observations about Britannia were published in Amey's survey, The Canadian School-Housed Public Library¹ and seven since Aaron visited Britannia and obtained the information she subsequently published in A Study of Combined School-Public Libraries.² No major evaluations or papers on Britannia have been published in the interval.

In these times of escalating prices, dwindling dollars and the continuing concern for quality education, the possibility of saving money by doubling up must seem very tempting to those not familiar with research on the subject. By sharing our Britannia experience we hope to provide interested parties with some insights into the complexities of a joint operation and to outline some considerations that must be taken into account when contemplating the establishment of joint libraries elsewhere.

Both Aaron and Chapman judged Britannia a successful amalgamation of school and public functions, although both indicated that, as Chapman delicately phrased it, there might be "difficulties yet to be overcome"³. Both pinpointed accurately areas where continual chafing has indeed produced blisters of frustration and, occasionally dissatisfaction and discord. These chafing points will be dealt with in detail below.

This paper, as we will repeat at least the requisite three times, is the product of our personal observations, experiences and opinions, but is as unbiased as we can make it, given our mandate from the Vancouver School Board.⁴ The paper has not been vetted through the Britannia Library Management Committee but we have had the benefit of good counsel from Del Tait, Britannia's librarian-in-charge, who has clarified much for us.

For each of us, involvement with Britannia predates our employment there by eight or more years. As a university student interested in urban planning, Sharon spent much free time at the office of Britannia Design, an architectural group set up specifically for this project to respond to citizen concerns that the architects have skills in citizen involvement. As the new teacher-librarian at the Killarney Joint School-Public Library in 1973, Janet was asked to attend regular meetings of the Joint VPL-VSB* Advisory Committee which negotiated terms and formulated policies and recommendations about how the new library would function. Both of us were impressed by the unique design and development process that was being used to produce Britannia and were excited by the whole concept as it related to restructuring (on a limited basis) civic design and the provision of social services. We became committed to the ideal then and still find ourselves reluctant to admit that perhaps the ideal isn't as workable in the eighties as it seemed way back then - at least as far as the library is concerned.

Britannia: What It Is; Where It Is; How It Came To Be

Located in one of the oldest districts of Vancouver, just to the east of the downtown core and commanding a panoramic view of the new domed stadium, the city's highrise

* VPL - Vancouver Public Library; VSB - Vancouver School Board.

skyline, the mountains on the north and glimpses of the harbour, the Britannia Community Services Centre rambles comfortably and invitingly over eighteen acres, irrefutable proof of the validity of using pattern language⁵ when planning public buildings and spaces.

Not just the design method, but the whole concept, evolution and implementation of the Britannia dream was unique. Never before in the city's history had a citizen's group worked together with agency and civic officials as equal partners. It is noteworthy that the citizen's group, only a short time before, politically inexperienced, had become a vocal and effective force in the community.

How did that citizen's group come to be formed and where did they get the idea for an integrated, sophisticated social service and recreation centre? At least part of the answer can be found in a March, 1965 press release from the Community Chest and Councils of Greater Vancouver, a private social services organization.

A program called the Local Area Approach will combine health, social welfare, education and recreation services in a concerted attack on social problems in selected geographical areas of Vancouver. . . . Emphasis will be on co-ordinated and integrated services. . . .⁶

A local area council was set up in Grandview-Woodlands (as the community around Britannia is called). It was composed of citizens and community service workers. Two years later, in April 1967, the Britannia project was formally set forth in a publication called A Proposal for Civic and Social Development in Vancouver's East End.⁷ However, Britannia might well have remained a dream of a few had not a proposed East-West freeway and redevelopment scheme, which would have fragmented the community, galvanized student/citizen reaction. Years of accumulated discontent were finally channelled into action. Michael Clague, in Community Work in Canada,⁸ chronicles the whole heartwarming story of how a

group from the lower-income East End, composed of students, housewives, shopkeepers, teachers and blue-collar workers proved that if all worked together, sometimes the impossible becomes possible.

The exciting, innovative assumptions underlying the development of Britannia Centre were that community services should be decentralized, integrated and locally accountable. Britannia's relevance as a model for other projects will, as Michael Clague suggested, ". . . likely lie in the organizing assumptions and methods used for their achievement rather than in the specific 'service package' that was assembled."⁹ This, then, is the larger framework within which the Britannia library was set and still operates.

Britannia Secondary School, the city's oldest high school, was the logical location for an integrated facility. Indeed, the concept of Britannia as a community school was proposed enthusiastically by Dr. Selywn Miller of the Vancouver School Board prior to the publication of the proposal mentioned above. Although a combined school-public library to be located at the Britannia site had been discussed and included in the plans for the centre, Britannia was actually the third joint library in Vancouver by the time it opened in 1975. The first joint library, in Killarney Secondary School, opened in 1968 on the initiative of the then principal, Mr. J. Edmunds, in the renovated and greatly enlarged school library. A gentleman's agreement between the principal and the director of the Vancouver Public Library sufficed for several years to keep the library operating moderately successfully. However, unfortunately for Killarney, a number of events occurred within a short time: Mr. Edmunds died, a new branch library opened a few blocks away, and a young gang began hanging around the area harassing patrons. Probably all of these contributed to declining public use of the facility. From 1973 on, Killarney's main value seemed to lie in the lessons that could be learned of how

not to set up a joint library, although the two parent agencies did not actually terminate the venture until 1978.

The Strathcona Library, another East End project, was the second venture in cooperation between the Public Library and School Board. It opened in 1972 after considerably more planning, discussion and negotiation between school board and library officials. From the beginning it was conceived as a children's library, housed in a new wing of Strathcona Elementary School in an area populated largely by Chinese families. Today, Strathcona remains a viable combined library, though on a limited scale, where school programs and procedures predominate and the VPL librarian's role is understood to be mainly outreach.

The model for King George/Joe Fortes, established after Britannia, in the West End Community Centre adjoining King George Secondary School, is cooperation not integration. School and public libraries are physically separated, in an upstairs-downstairs arrangement, but users have access to both.

Birth Pangs

Although there was a lot of "grass roots" input to the overall concept of Britannia, most of the decisions regarding the organization of the joint library facility were made on the basis of the recommendations of the Joint VPL-VSB Advisory Committee. From the fall of 1973 to 1976 this committee was made up of three representatives from the Public Library Administration, two from School Board Administration, and at least one representative from each of the two existing joint libraries, as well as from the proposed ones--Britannia and King George/Joe Fortes. Each month this group met to deal with problems arising from the daily operations of Killarney and Strathcona and to grapple with the details of staffing, collection development, funding, furnishing and areas of responsibility in the new libraries, which they decided after some discussion to call "community"

libraries. Unfortunately it would seem that all copies of the minutes of these meetings were discarded by newcomers weeding files, each no doubt thinking that someone else was keeping a set for historical purposes.* Further details of the "birthing" process are given in a timeline of key dates as an appendix to this paper.

Growing Pains: 1976-1981

Reading through the minutes of library staff meetings, Library Management Committee meetings and special meetings, one is struck by the number of projects undertaken and the amount of effort and time that went into the first two years. There were many successes and staff recall those early days with a mixture of regret and relief. They were exciting times, but also enervating ones and once the honeymoon period was over, the enormity of the task of making the marriage work began to be felt. Programs and projects kept expanding, but the money supply did not, so everyone put in more energy, more time and moved faster. Under such conditions, it is not surprising that tempers frayed as pressure points developed. The addition of a third public librarian, who was to be a reference librarian, eased the situation temporarily but in the final analysis probably contributed more pressure, as this person began several community outreach programs and came to see her role as that of a community, rather than a reference librarian.

Beginning in the second year of operation, five pressure points kept appearing in the records: reference desk duty during school hours; teacher-librarians' working one night a week and one Saturday in five (and therefore absent approximately 20% of school hours); space needs for teaching and

* Herein lies a lesson to be noted. One of the planning group members should be designated archivist and be responsible for the preservation of minutes, memos and other ephemera.

displays; protection of areas of the collection needed for planned school programs; and clerical assistance with the preparation and implementation of programs.* In addition, the need for a formal yearly re-evaluation by the parent organizations was frequently mentioned but never initiated.

With a change of school personnel in 1977 and dramatic expansion of the cooperative teaching program, these pressure points developed into sore spots which would have festered and jeopardized the partnership had they not been treated. Several off-site meetings gave everyone a chance to air feelings and to begin to work out solutions. Senior staff from both the public library and the school board as well as representatives from the Britannia Board of Management assisted the library staff in attempting to reach compromises.

The Fresh Start

Although some progress had been made in the resolution of contentious issues, both incumbent teacher-librarians opted to leave Britannia at the end of the school year in June, 1981. The community reference librarian had accepted a position elsewhere and the librarian-in-charge, Pat Cook, also opted to transfer out of Britannia to "clear the air for a fresh start". While the board continued to negotiate teacher-librarians' schedules and clerical support for school programs, September, 1981, found four newly assigned professionals making that fresh start.

The new librarian-in-charge, as well as the two new teacher-librarians,† had had previous experience with

* Work hours and clerical assistance have been resolved with the hiring of a part-time librarian to handle evening and Saturday hours for the teacher-librarians and with the reassignment of one clerical position to that of staff assistant to the teacher-librarians.

† Del Tait, Jan Renouf and Sharon Walisser, respectively.

Britannia, the former having been the children's librarian in early years. Fortified with high ideals, lots of enthusiasm and the requisite senses of humour, staff worked at getting to know each other, their respective clientele, the existing programs, the facility and the collection.

An off-site workshop, with both professional and clerical staff, was held in December to familiarize new staff with the situation and to clarify individual goals. Already the two teacher-librarians were feeling the pressure of being needed in two places at once. The elementary teacher-librarian, in particular, stated that due to the program needs of the elementary school, she was overextended to the point where she felt obligated to come in regularly on mornings and days off.

Although all agreed that a follow-up priorities workshop should be scheduled for late January, somehow October, 1982 had arrived before time was made to meet again. The staff met off-site for a pot-luck supper and then shared, one by one, priorities and goals for the coming school year. Such meetings are essential to the functioning of a complex organization like a combined school and public library. We cannot stress too strongly the need to set aside time when the whole staff can meet informally without the worry of who's got to be on the desk and finding staff disappearing one-by-one, as yet another person is needed on the floor (a situation common to most regular staff meetings).

Regrettably, lengthy discussions and firm resolve on some of the issues did not prove to be enough to change established patterns. Good resolutions lapsed, newly-turned leaves were unintentionally turned back and the pressure points did not disappear. Although no permanent solutions resulted, the meetings, in an atmosphere of genuine concern for one another served to unite the staff emotionally and prevent serious discord.

The Current Situation

Today the staff, though still feeling united emotionally, has moved from integration toward separation of professional roles. The reasons for this trend and others arising from the continuing pressure points will be discussed below. But first, changes in the community and in the operating arrangements will provide a context.

Many changes affecting both the type and amount of use of the library have occurred in the Grandview-Woodlands/Strathcona areas themselves. Turn-of-the-century houses are being restored by young - mostly professional - people. Modern condominiums and cooperative housing projects are replacing derelict buildings. Adding to the stable European and Chinese immigrant population, the past ten years have seen an influx of other Asian, European and Native People. Library users now represent a broader mix of ethnic groups and income and educational levels than was the case when Britannia opened. The library is situated a few steps from "the Drive", a lively business district with ethnic restaurants, European style markets and a cosmopolitan air.

Programs offered for the public include regular story-times for tots, daycare and latchkey groups, puppet shows and celebrations of special events as well as outreach programs to seniors and legal aid and consumer seminars. A wide variety of programs has been developed in both schools, for example: a K-7 environmental education program; 1-7 research strategies, programs introducing reference tools to Science 8 and 9 and Business Education 12; and extensive ESL programs.

The Elementary School has about 350 students, while the Secondary has a daytime population of 1150 and extensive adult and night school programs registering over 1800 students.

The library is now staffed with 5.3 professionals (2.3 positions paid by VSB) and 5.5 full time (2 paid by

VSB) and 6 part time clericals. It is now open 65 hours per week during the school year and 48 in the summer, compared with 69 and 64 during the first few years.

Funding is provided by both VSB and VPL with teacher-librarians each controlling their own materials selection and budgets. The librarian-in-charge controls the VPL materials budget while dividing responsibility for selection amongst the three VPL librarians. Some coordination is possible but ordering procedures differ for the two agencies so this is often difficult. The teacher-librarians concentrate on purchasing materials for curriculum support and public librarians purchase general interest, fiction, picture and babies' books.

The Good, the Bad and the Impossible

As the teacher-librarians in a combined library we have had to deal, from our perspective, with both the good and the bad. Fortunately the third alternative has not proven to be "the ugly", rather has come to seem to us, "the impossible". It also seems that many of the good aspects of the situation are mirrored with problems that decrease the value of the good. In addition, in some senses, many of the problems arise out of Britannia's being too successful, with programs and demands taxing the facility, the staff and funding beyond reasonable limits (see Appendix 3 for a detailed outline). At Britannia, there continues to be an attitude of cooperation and most often problems are like chronic rather than acute diseases.

Conflicts

If the conflicts in the library have a common element it is in the distinction between instruction and service. The mandate of the teacher-librarian is to develop an integrated program of instruction in research and study skills and to provide an environment in which children can not only function independently but are motivated to do so. The

mandate of the public librarian is to provide service and special programs to a wide range of people. The "instruction vs. service" distinction is, of course, simplistic and does not completely describe either mandate or account for areas in which the mandates are similar. However, in terms of establishing priorities in the library this distinction is significant.

To the teacher librarian the collection is an instructional tool that must reflect curriculum in the school and the leisure-reading needs of the students. She wants a collection that is accessible to students and available when the needs arise. She wants a collection that, in both content and organization, enhances and satisfies the goals of cooperatively planned units of study. Decisions concerning collection development and organization are student and program oriented. The public librarian wants a collection that serves general popular community needs, expecting back-up from other branches and the reference library for materials needed less frequently. She is concerned more that she have access to provide materials for patrons than that they have locational skills. In Vancouver, public library policy is not to attempt collection development in curriculum areas, seeing that as the school library responsibility.

Success for the teacher-librarian is in developing independent library users. Success for the public librarian is in seeing that the patron gets the right materials.

Collection Development and Organization. At Britannia, many points of conflict have developed in the area of collection development and organization. Firstly, the pressures on the collection are great. The teacher-librarians order materials to meet program needs for the schools, and find that they are also meeting needs of other schools in the area and ultimately in the city (through ACS*). Britannia

* ACS: Automated Circulation System

as a public library has a far more extensive collection, particularly in reference materials, than it would have if it were operating as a regular neighbourhood library. This is not generally understood by public users and their expectations for service at Britannia are greater than those of patrons at other neighbourhood branches. As service expands, demands increase. The librarians attempt to meet the demands, particularly from students and teachers from other public and private schools. Pressures increase on the already stretched collection. Consequently, materials are often in very short supply in the very areas where they are most needed and where most school money is spent.

Elaborate systems have had to be developed at Britannia to reserve materials and restrict circulation and the result is often complaints from public library patrons (child and adult), as well as school users, who feel that accessibility is so restricted as to make library use difficult. Tensions develop when public librarians feel that their ability to serve the public is restricted. Teacher-librarians are frustrated when public use and demands hamper their use of materials that are school-purchased, are needed in programs and which would not ordinarily appear in other public libraries.

Collection organization at Britannia presents problems, particularly for elementary students, teachers and teacher-librarians. A small children's area houses mostly primary fiction and non-fiction as well as folk tales and juvenile fiction. Juvenile non-fiction is interfiled with adult non-fiction (secondary school and public materials). As this collection is large (approximately 18,000 volumes) and housed on adult-sized shelves, it is both intimidating and confusing for elementary-aged users. The card catalogue is immense in a young child's eyes. The classification numbers (consistent with VPL rather than VSB policy) are expanded Dewey with Cutter numbers - again confusing. Browsing in this area is very limited since elementary students are

uncomfortable in the area and often feel unwelcome. Many ask permission to use the area, though there are no restrictions other than behavioural expectations. It is extremely difficult to teach locational skills in a formal way, so, students leaving Britannia Elementary are not independent users of their own school library.

Much consideration has been given to "dis-integrating" the non-fiction collection and consolidating primary and juvenile non-fiction in an expanded children's area. Arguments for and against this move are many and in our experience during the past three years, no compromise has developed. Public librarians and the secondary teacher-librarian feel that easier materials often respond to needs of their constituencies and that housing them in a children's area would "taint" them and limit that kind of use. The elementary teacher-librarian sees many of the materials purchased on her relatively small budget going unused by her students and teachers because they are "lost" in the wider collection. The lack of space and of funding for new child-sized shelving are two more obstacles.

Use of the Facility. Conflicts arise in the use of the facility by its various patrons. Though a teacher-librarian's primary responsibility is to teach, Britannia has no appropriate separate teaching area. A small conference room with a blackboard and seating for only fifteen, has become a multi-use area, housing reference magazines, microfiche and microfiche readers, some display materials, a large puppet stage and even unused furniture. The children's area is heavily used by the elementary teacher-librarian who must compete with constant use of the area by others: parents with small children; secondary students, day care groups; social workers with their clients; adult ESL students using language tapes. . . . The children's librarian also needs the area for story times.

The secondary teacher-librarian must make use of the reference area and any other free corner for her teaching. Heavy scheduling by the teacher-librarians for planned programs results in strains for public users who find noise and activity levels distracting, particularly when they arrive at Britannia expecting the atmosphere of a "normal" public library. Independent student use by both Britannia students and those of neighbouring schools is also heavy and behaviour and noise levels that would be acceptable in a school resource centre are often unacceptable to public patrons and librarians. Many rules have had to be imposed on students in order to try to satisfy adult needs and the result has been a feeling on the part of many students that they are unwelcome in their library.

Supervision. Conflicts arise, too, in defining areas of responsibility for supervision. A concerted effort has been made to share responsibilities and to establish a consistent approach to discipline. The result is an uneasy compromise where public librarians often feel taxed beyond what they consider to be their role definitions and teacher-librarians feel trapped in the role of disciplinarians not only for Britannia students but also for the large number of students from other schools who are, effectively, public library patrons. The problem is exacerbated by the fact that Britannia looks like a public library with no obvious teaching areas and few spaces to display student work and, in fact, has a large sign by the entrance announcing that it is a "Public Library".

Programming. Teacher-librarians strive, with limited success, to structure programming to use the facility as a learning resource centre. Public librarians are concerned that it be an effective library providing good service. The distance between "learning resource centre" and "library" often seems huge.

Priorities. The library family is much like any family. Family members have differing personalities and needs that the family tries to accommodate. There are occasional tiffs, larger disputes and blow-ups that resolve themselves, sometimes with no harm to the family unit, sometimes leaving scars, sometimes resulting in someone running away for a short time or permanently. However, there is usually a well-defined decision making structure in a family, with clearly-defined roles and responsibilities as well as a hierarchy through which to establish priorities. There are common goals and individual needs that the family tries to balance and to meet. Generally a parent (or parents) is the final arbiter of conflicts and has the power to make decisions for the whole family with or without the consent of family members. It is here that the family model breaks down in the Britannia Library.

Individual family members (the two schools and the public component) have very different goals and needs. Adjustments must always be made on a consensus or compromise basis. A final arbiter (the librarian-in-charge) is designated by agreement of VSB, VPL and the Britannia Board of Management. However, under the Schools Act she has no legal authority over VSB employees and programs and, in fact, is in an extremely delicate position and can, in reality, only "rule by consent". Authority is fragmented with varying amounts assigned to different people (in and out of the library) and differently in various situations. The professionals, as advocates for their constituents, are rarely satisfied with less than the best but must constantly accept compromises. Strains appear when people cannot meet role descriptions or professional goals or feel that their roles^{*} are becoming less clearly defined as more demands are placed on them.

Obviously, one rarely finds, or truly expects, an ideal situation. However, the fatal flaw is that there is no mechanism for weighting in order to come up with an overall

set of priorities. Problems and crises are treated like brush fires: ad hoc decisions are made; rules are made or changed; procedures are developed or altered; in many cases, furniture is moved as a way of coping with discipline problems - the Britannia equivalent of a fire break! This results in very few people - staff or patrons - being conversant with all policies and procedures, rules and regulations. It also leads to issues being ignored or avoided long enough that either a forest fire erupts, with the ensuing damage to the family or an individual decides to make the best of a poor situation with resulting frustrations.

In the past five years there has been a gradual withdrawal of teacher-librarians from the library and into the schools for instructional sessions as a way of coping with, and perhaps limiting, demands placed on them. On the other hand, though demands of cooperative planning and teaching are great, the teacher-librarians still attempt to provide reference and other services for public patrons as much as possible. This often means that planning, preparation and administritivia must be done during evenings, weekends and holidays.*

The public librarians, too, have tended to draw lines more and more strictly in terms of what they will and will not do, yet given an emergency situation - the arrival of that unbooked class - they have rallied to assist.

So in this situation, where the original goal was integrated service, the professional roles have become more and more polarized. It is like an unwritten truce, where major issues are not being dealt with and staff, in the interests of harmony and of emotional survival, are "making do". It has been said, in regards to problems at Britannia that, "perhaps we should aim for mediocrity." However,

* We are amused by statements in the literature to the effect that strains are put on combined operations by the "fact" that teacher-librarians have shorter hours and better vacations than public staff!

where good and even superior service is the aim, the benefits decrease as the difficulties increase.

The teacher-librarian who aims to reach the goals set out by the School Board already has a demanding and stressful job. Add to that the demands of an integrated program and the pressures become immense. In some senses, stress is self-imposed, as the teacher-librarian could set her sights lower and thus eliminate certain pressures. But Britannia tends to attract the highly motivated idealist who is unlikely to be able to set her sights on mediocrity.

Public librarians see the combined operation as an opportunity to provide service far superior to that offered in other neighbourhood libraries. But, as Vainstein says, "Good service accelerates the demand for better service."¹⁰ This places strains on both public and school library personnel and stress rises.

Clerical staff, too, is pushed to the limit by the greatly increased complexity and quantity of circulation, processing, program support and housekeeping tasks. They must also constantly juggle the needs of the professional staff and attempt to serve three "masters".

The Significance of Personality Mix

"The family" at Britannia is not only a family of agencies but also a family of individuals. When the influence of personality mix is added to the already complicated mixture of professional goals and responsibilities, the fragility of the operation becomes obvious.

People choose to work in community schools and a community library because they want the mix of people and personalities, are genuinely concerned with community needs and enjoy challenging work.

Staff members must have caring natures and senses of humour. Without these qualities the organization simply could not operate. Flexibility and adaptability are obviously essential both to permit individuals to deal with

a wide variety of people and to accommodate the constantly changing programs and frequent "glitches" in scheduling. Staff needs the self-confidence to operate in a "fish-bowl". This is particularly true for teacher-librarians who rarely have the luxury of teaching in an enclosed space and must contend with constant distractions as well as the occasional interference from a watchful and sometimes critical public. The staff must be energetic and resilient - able both to keep up to the pace and to bounce back from problems.

Probably the most important consideration is that, particularly amongst professional and senior clerical staff, the personalities must balance. Individuals must not only "pull their own weight", but must be seen to do so or an element of resentment may be added to the already significant stress level of the situation. Both a "weak link" and an overpowering personality could equally damage the harmony, the feelings of trust and the sense of working toward some, at least, common goals.

Experience at Britannia indicates that either program goals suffer in the name of harmony and continued integration or vice versa. Individuals working in this situation pay a high price physically, emotionally and professionally. Not the least of the strain arises out of the constant thought: "The idea is good. The goals are worthwhile. The people are great. I'm putting everything I have into this. WHY ISN'T IT WORKING?"

A 60's Idea, Developed in the 70's, Anachronistic in the 80's?

As far as school library programs in Vancouver are concerned, it appears that the concept of the combined library is anachronistic. The idealism, energy and challenges of the sixties and early seventies, along with a new flexibility and responsiveness in governments and bureaucracies, resulted in a large group of people who felt committed and powerful and who were members of the original Britannia

family. They believed that nothing was impossible and were confident that the holders of the purse strings could, and would, find funds to make dreams reality.

The reality of the seventies, the building years, was that neither bureaucracies nor individuals proved sufficiently flexible and that funds were not unlimited. Preliminary reports¹¹ recommended integrated management rather than separate lines of authority coming from various agencies. This recommendation was not fully implemented, with bureaucracies involved being unable or unwilling to give over all power to the Britannia Board of Management. Layers of "red tape" began to be added to the administrative design of the centre. Many formal agreements were anguished over and finally agreed to. Some of the idealism began to seem unrealistic.

The centre quickly became the heart of the community and citizens continued to have input through the many committees that were born. In the library the collegial, integrated model flourished. People worked hard, long, and together. Ideals were constantly discussed and aimed for. In fact, a tenacious hold on idealism was, and is the hallmark of the operation and of the individuals.

In the late seventies and early eighties, things began to change. Use increased beyond expectations. Pressures of working in the integrated environment began to wear on individuals. Realistic assessments began to be made and optimism about the concept began to be replaced by a certain desperation to maintain the ideals under the onslaught of practical considerations. In addition, the school library programs began to develop to reflect the School Board's new policy and the consequent demands on the teacher-librarians dictated modifications to the structures in the library. It became more and more difficult for all concerned to maintain the true integration of the early model.

For the teacher-librarians in the eighties - a time of recession and restraint - professional and financial

concerns mean that the most efficient and effective programs possible must be developed to use the resources, to teach the skills and to instil the attitudes and interests outlined in the School Board's policy. The combined library has not proven more economical in terms of financial or personnel resources and the programs of instruction would, on the whole, be better housed in resource centres within the schools.

Can the Family That Works Together Stay Together?

The family that works together can stay together, but at what costs, in terms of dollars and, more importantly, of goals? Aaron¹² found that there is ". . . no documented evidence that this organizational pattern was more economical than separate programs . . .", but that combined libraries may be considered where funding decreases require that school and public libraries ". . . explore alternative ways of offering adequate services with less money. . . ."13 The key is the word, "adequate". If the goal were adequate service, the strains on the organization would be significantly decreased.

Library users from all constituencies appear to be relatively satisfied with the library and its services and judging by the criteria set out in Aaron's study and discussed below,¹⁴ Britannia remains an example of a successful joint library:

Did the persons representing the public library . . . and/or the district media program describe the facility as a failure?

Our answer would be a qualified, "No". Few would label it as an absolute failure although many serious problems remain unresolved.

Did the program fail to offer comparable services to meet the needs of students and other community members . . . ?

Again, a qualified, "No" applies. There is active programming for school as well as community users, however increased school programs are causing strain. Both the school and public programs are comparable to those in other libraries.

Did the combined program experience a decrease in circulation as compared to previous years?

No! Circulation has increased dramatically.

Have the larger organizational units failed to recognize the differing requirements of the combined program and not modified their operations to meet these needs?

One hesitates whether to qualify a "yes" or a "no" here. Differing requirements are recognized and attempts are made to compromise and adjust, but as discussed at length above, this has not led to optimal conditions for either agency. The constant cry, as Britannia waives the rules, is, "But Britannia is different!" Cumbersome technical adjustments may be made, but ultimately the operation must be judged by the quality of programs and services to students, teachers and the community at large.

Has there been a lack (of) on-going commitment by the policy-making body(ies) to support the combined program?

This is not a difficulty at Britannia, although both the school and library boards are committed to an extensive review of the situation in late 1984. We do however feel that enough commitment and good will still exist at Britannia to permit the continued functioning of the joint operation albeit at less than optimal levels.

We would suggest that Aaron's criteria are too general to be an adequate evaluation tool, but that they give some grounds for optimism that "all is not lost" at Britannia. Aaron and others¹⁵ have developed guidelines both as a means of deciding whether to embark on a joint project, and to evaluate existing facilities. It must be pointed out,

however, that nowhere is there provision to evaluate the programs, especially the school library programs, from a qualitative viewpoint. Programs are not discussed in terms of cooperative planning and teaching, the fundamental goal of school libraries in the eighties. We consider evaluation from the viewpoint of such programming crucial, not only to the assessment of existing facilities, but in considerations of establishing new ones.

Is There a Place for Joint Libraries?

It is consistently pointed out in the literature that joint school-public libraries are more desirable and work best in small communities.¹⁶ Most of the documented successes are in such communities where little opportunity for adequate service exists otherwise. But Aaron says:

. . . it is unlikely that a community able to support or now supporting separate types of libraries will offer better school and public service through a combined program, because the combination of factors required to promote a successful combined program seldom occurs.¹⁷

In addition, Aaron cautions that:

. . . communities searching for a less costly way to provide better library service should be aware of data relating to finances gathered in (her) study.¹⁸

As Amey points out, the great majority of reports on combined libraries:

. . . are dauntingly negative in tone. And this provides us with one of librarianship's oddest paradoxes: despite the dire nature of the literature - the reports of conflict, failure and controversy - in the face of all of this, amalgamations continue to take place. . . .¹⁹

One wonders what pressures cause decision-makers to overlook such strong evidence and opinion in the literature. The Vancouver Public Library, indeed, seemed to overlook recommendations in a report it commissioned in 1971,²⁰ as well as

an earlier and farsighted report of a 1963 survey, Vainstein's Public Libraries in British Columbia.²¹

Both reports clearly define the role and goals of school and public libraries. Both argue strongly the need for both school and public libraries even at a time when cooperative planning and teaching were not yet widely considered essential goals of school programs.

The Bowron report says:

The School Library and the Public Library are both essential elements of the community. They complement each other. They supplement each other. Their coordination is important but in our opinion they should function separately if each is to be fully effective.²²

Why, then, did the two agencies go ahead with not one, not two, but four joint libraries?

While the definitive answer must be with the individuals who made the decisions, it is a fact that the sixties' interest in community schools exerted pressure on school boards to open their facilities to the public to give what seemed to be best value for investment.

For its part, the Public Library Board saw an opportunity to offer some and/or better library service in certain areas of the city. (It must be noted that in recent years, storefront libraries have been the choice where costly full-sized branches would not be viable.)

With the wisdom of hindsight, one now sees that these were more emotional reactions to public pressure than rational decisions based on cost-benefit analysis.

Bowron continues:

If service to the adult population or the in-school population is liable to suffer, physical integration should not be attempted. However, both the school and the public library can benefit from closer cooperation and coordination.²³

A strong case can, and has been made for cooperation between school and public libraries. Joint programs,

sharing of resources, coordinated purchasing, centralized processing, union catalogues, public relations projects - a host of possibilities present themselves. Many of the benefits and few of the difficulties of joint operation could be found in such a cooperative structure.

Much research has been done. More needs to be undertaken, with evaluation criteria established to reflect current program, financial and philosophical criteria.

There may, indeed, be a place for joint libraries, but they must be developed with very clear goals in mind and with a realistic assessment of the financial and other costs. There must also be the awareness that, as at Britannia, once combination is undertaken, it is difficult for one party or another to withdraw from what, on the surface, seems to be such a good idea. Who wants to be blamed for splitting up a family?

NOTES

1. Amey, L. J. (editor), The Canadian School-Housed Public Library. Halifax: Dalhousie University Libraries and Dalhousie School of Library Service, 1979.
2. Aaron, Shirley L., A Study of Combined School-Public Libraries. Chicago: American Association of School Librarians, American Library Association, 1980.
3. Amey, p. 249.
4. For a brief description of the Vancouver School Board's library policy and description of role competencies for teacher-librarian, see Appendix 1.
5. Alexander, Christopher, The Oregon Experiment. New York: Oxford University Press, 1975.
- _____. Pattern Language: Towns, Buildings, Construction. New York: Oxford University Press, 1977.
6. Clague, Michael, "The Britannia Community Services Centre." In Community Work in Canada edited by Brian Wharf. Toronto: McClelland & Stewart, 1979, p. 53.

7. Clague, p. 55.
8. Clague, pp. 52-54 and pp. 57-64.
9. Clague, p. 56.
10. Vainstein, Rose, Public Libraries in British Columbia. Victoria: Public Libraries Research Study, Public Libraries Commission, 1966.
11. Roberts, J. E., Britannia Community Services Centre: Proposed Organization and Administration. Vancouver: B.C. Research, 1972.
12. Aaron, p. 59.
13. Ibid., p. 2.
14. Ibid., p. 17.
15. Ibid., pp. 43-47 and pp. 59-65; also Woolard, Wilma Lee Broughton, Combined School/Public Libraries: A Survey with Conclusions and Recommendations. Metuchen, N.J.: Scarecrow Press, 1980, pp. 72ff.
16. Aaron, p. 5; Amey, p. 5; Woolard, p. 77.
17. Aaron, p. 47.
18. Ibid., p. 47.
19. Amey, p. 1.
20. Albert Bowron Information, Media & Library Planners, A Partnership for Development: Public Libraries in Greater Vancouver. Toronto: A. Bowron, 1971.
21. Vainstein, op. cit.
22. Bowron, p. 59.
23. Ibid., p. 62.

APPENDIX 1

The Vancouver School Board approved, between 1977 and 1979, policy statements regarding school library programs and role competencies and qualifications for teacher-librarians. The School Board's policy defines the school library program:

The aim of a school library program is to assist students to become informed decision-makers and life-long learners. To achieve this goal, teachers and teacher-librarians cooperate to plan and implement units of study as teaching partners. These units integrate those skills necessary to locate, evaluate, organize and present information from a variety of sources. Through such planning and cooperative teaching, students develop, master and extend research and study skills in different subject contexts and at varying levels of difficulty. Emphasis is also placed on language improvement and enjoyment and the promotion of volunteer reading.

A program such as this requires administrative support and considerable flexibility. Similarly, a wide range of complex tasks must be performed to assure the appropriate selection, organization and management of the human and material resources essential to the implementation of an effective program.

The statement of role competencies and qualifications includes nine areas of competency with many "performance indicators" for each one. The nine competencies are:

1. Administration of the resource centre program
2. Selection of learning resources
3. Acquisition, organization and circulation of learning materials for effective use
4. Reading, listening and viewing guidance
5. Design and production of materials
6. Information services
7. Alert users to materials and services
8. Program planning and cooperative teaching
9. Professionalism and leadership

The preamble to the policy states:

. . . the movement toward inquiry, individualization and independent study programs has placed many new demands on the library and on the librarian. The need today is for the teacher-librarian to be a highly skilled teacher, able to function on the school team as a professional

with competencies from school librarianship and media services. Similarly, the library has moved from being a subject and a place to (being) a service and a concept, a resource centre for teachers and students.

Even a cursory scanning of the competencies and indicators of quality reveals that expectations for teacher-librarians are very high. It is expected that a competent teacher-librarian will be in the forefront of curriculum and professional development services, including leading in-service programs, will be familiar with the full range of instructional strategies and learning styles, will be able to organize time, personnel and materials to maximize utilization of each and will be active in professional concerns within the district. These qualities are necessary, plus many more.

APPENDIX 2

Key Dates

- | | |
|-------------------------------------|--|
| Spring, 1967 | • via the Halsey report citizens propose multi-purpose centres using Britannia Secondary School and Strathcona Elementary School as focal points. |
| Spring, 1970 | • a civic referendum approves \$2.5 million in City funds; which combined with \$2.249 million from the School Board and \$1 million from the Federal Government (in the form of an Urban Renewal grant) gave a total of \$5.749 million for the construction of Britannia Centre, including a library. |
| Spring, 1971-1972 | • The Britannia Advisory Committee of six citizens and four civic representatives from each of the School Board, Park Board, Social Planning and City Planning Departments, works closely with Britannia Design, meeting regularly every Wednesday to discover community needs via questionnaires distributed to 1400 homes in the immediate catchment area. From these and other informal citizen input, patterns for the architectural planning process are formulated.* |
| Between Spring, 1971 and June, 1972 | • the Library Planning Committee begins meeting formally to discuss needs, drawing on the experiences of representatives of the Vancouver teacher-librarians, public librarians, city staff, citizens, the Design staff and the newly appointed |

* For references to the Pattern Language design process, see citation 5 in the notes to this paper.

architects, as well as students from Britannia Secondary and University Hill Secondary Schools. Using the schematics developed from the input of all these people, the first working drawings are submitted for comment and revisions within two weeks instead of the usual months. The then Britannia Secondary teacher-librarian, Mary Varga, recalls that the original drawings for the library lacked practicality, the location of the circulation desk and the washrooms being two items that were strongly recommended for relocation. More attention was paid to the opinions and wants of the potential users than staff, a fact which we have been told accounts for the omission of a teaching area and an adequate workroom.

Fall, 1973

- the Joint VPL-VSB Advisory Committee begins regular monthly meetings to deal with problems arising from the two already existing joint libraries and to plan the implementation of Britannia and King George/Joe Fortes (an upstairs-downstairs arrangement in the West End Community Centre adjoining the King George Secondary School).
- construction of the complex BEGINS!
- the Centre receives the Canadian Architect Yearbook Award and the Canadian Education Showplace Award for innovation in design and the involvement of residents in the planning of facilities.

April, 1974

- Michael Clague becomes the first executive director.

December, 1974

- the Elementary School becomes the first completed building.

Spring, 1975

- the library approaches completion.
- a nation-wide search for a librarian-in-charge with the requisite mix of qualifications, experience and personality ends successfully with the appointment of Thora Howell. Shortly afterwards the Children's Librarian and two teacher-librarians are appointed.

23 August, 1975

- the Library OPENS for "business"! Secondary school students of the Britannia Community Band and the Guitar Band play up a storm and puppet shows entrance young and old.

Fall, 1975

- two more buildings, the Seniors' Lounge and the Information Centre are completed.

Friday, 4 June
1976

- the Library officially opens, as the first part of weekend-long "We've done it!" festivities.

Saturday,
5 June 1976

- in the Britannia spirit the official ribbon cutting is a collective effort. The library presentations of three puppet shows, in Chinese, Italian, and English, amuse old and young alike. All who were

involved in any way with the planning or building of the Centre share an incredible sense of elation, camaraderie and optimism, not just about Britannia's future, but society's (Sigh! Those 60's ideals and 70's dollars!).


Sunday,
6 June 1976

the celebrations continue.

Monday,
7 June 1976

the real challenge begins - making it work.

APPENDIX 3

THE GOOD	THE BAD	THE IMPOSSIBLE
<u>Britannia Students and School Staffs</u>		
Secondary students have the opportunity to share with the general public and become sensitized to "the real world" they are about to face.	Elementary students and the public compete for space and services. Many regulations make secondary students feel unwelcome.	The various users cannot live together in complete harmony because conflicting needs cannot be physically accommodated in the facility.
Elementary and secondary students see a wide range of people and programs in the library. This creates a broader concept of library services and a sense of belonging to a community, the "family".	The library program for both schools is hampered by public use of the facility and by organizational factors related to the combined operation.	
The library is the geographical hub of the community centre.	The library is physically separated from both schools, with access particularly difficult for secondary school users. Elementary students have difficulty in seeing the library as a learning centre, an extension of their classrooms.	
The library is open on evenings and weekends.	This increases pressures on the collection.	Funding cannot keep up with demand.

THE GOOD

THE BAD

THE IMPOSSIBLE

Public

The collection is more extensive than a storefront neighbourhood could provide.

The library is attractive, comfortable and lively with many outreach programs and a staff willing to accommodate a wide variety of patron requests and needs.

There is an opportunity to mix with other user groups.

Good service increases demand.

Patrons are often unhappy with conflicting use by teachers and students.

If demand for services continues to grow at the present rate, the library will be unable to meet the demand.

Limitations on staffing and funding will require restrictions on programming.

As school library programs develop and casual use by students increases, strains will be greater.

Professional Staff

Combined talents and expertise provide potential for "cross pollination" of ideas.

Potential exists for expertise of all staff being made available to all library users - "everyone able to everyone else's job."

Staffing (professional and clerical from different agencies leads to the development of insight and understanding and the sense of a cooperative endeavour.

Differing goals, loyalties and lines of authority/responsibility as well as certain personality conflicts have limited this potential.

People have become more and more polarized as the need for specialization has developed due to demands of first priority constituents.

Loyalty to Britannia is strong but is superseded by loyalty to the agency paying the salary.

It is extremely difficult to serve two masters who have such differing goals and objectives. One cannot be all things to all people at all times.

The potential for entrenchment of positions threatens continued operation.

This may have been avoided had all Britannia employees been paid by Britannia Community Services Society; however, professional association and union agreements make this impossible.

THE GOOD

THE BAD

THE IMPOSSIBLE

Clerical Staff

All have chosen to work at Britannia. They are dedicated, hardworking and flexible.

Over the years, staffing allotments have been increased and now the facility is staffed using the same formulas as at other branches/schools. However, there is little opportunity for volunteer assistance (as there would be in other school libraries) and no account is taken of increased time spent in coordinating efforts and dealing with complex special procedures, so Britannia is, in practice though not on paper, understaffed.

There is little prospect of increased clerical time and, in fact, there is a possibility that VSB will eliminate staff assistants.

Clerical jobs are more stimulating and challenging than in a normal public library.

Staff attempts to meet demands, resulting in stress and frustration. There are no "quiet times" (during the school year) as occur in other situations. It is difficult to keep abreast of the work load.

The Facility

There is a warm, inviting, open atmosphere in the library.

The children's area is very small and the school programs must compete with a large number of users and other programs. There is no teaching area for the secondary teacher-librarian. A conference room seats only 15 and is used for a number of purposes other than teaching. The atmosphere is that of a good public library rather than that of a dynamic school library resource centre.

Funding does not permit the extensive renovations necessary to make this a workable library resource centre. Teacher-librarians often resort to pulling materials and removing to the schools for program instruction.

THE GOOD

THE BAD

THE IMPOSSIBLE

Collection

The large combined collection is available to all users.

Demands on the collection cause difficulties for school programs.

It is difficult to imagine the provision of enough funding to provide for all needs.

Processing of materials is cumbersome. Cataloguing purchased by the schools is most often changed to make items compatible with VPL data base.

VPL's Automated Circulation System (ACS) does not permit enough flexibility to deal with all "Britannia only" considerations.

VSb has chosen to computerize school catalogues. VPL chose to computerize circulation first. Another clerical nightmare at Britannia!

Increased automation is requiring that more and more clerical time is needed at Britannia for procedures that are handled centrally at both VSb and VPL.

The collection is difficult for children to use.

Staff has not been able to achieve consensus on how to alleviate this problem.

ACS permits access to VPL materials city-wide. (This is not often used by teacher-librarians for program needs.)

ACS permits city-wide access to the Britannia collection.

Demand is increasing.

Equipment

Sharing of equipment is cost-effective.

Demands increase beyond capacity for service from existing staff. Repair costs and losses increase.

It will be impossible to meet demands with current staffing if demands continue to increase at the current rate.

A theft detection system is in place.

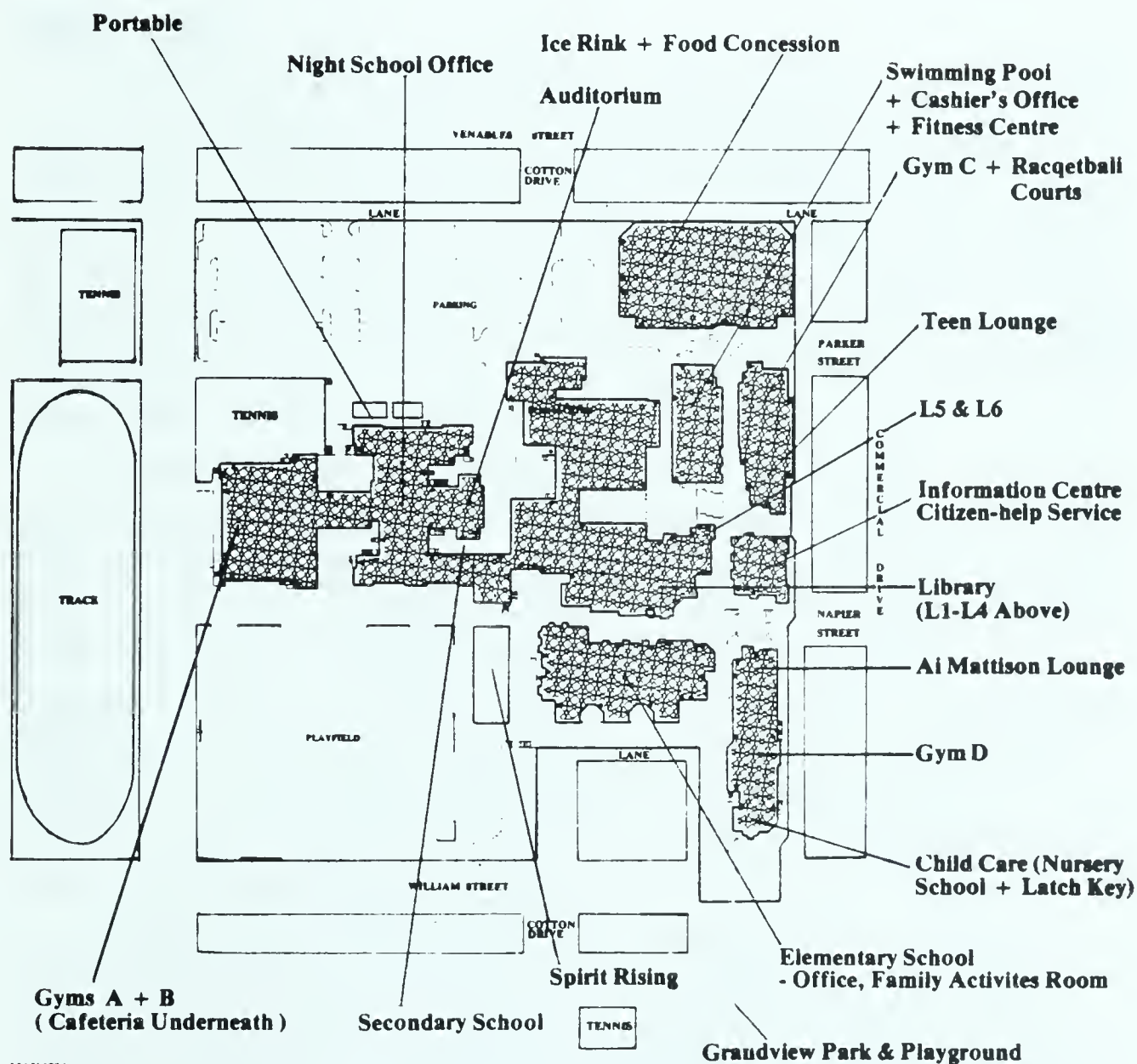
The system is costly in terms of materials and staff time, though initially it cut down on theft. It breaks down frequently. Even the younger students know how to subvert it.

Money is not available to change to another system which would prove cost effective when balancing costs with losses.

Britannia, it seems, is somewhat like the bee which, according to aerodynamic laws, cannot fly but, ignoring these laws, flies anyway!

APPENDIX 4

Britannia Community Services Centre
1661 Napier Street
Vancouver, B.C. V5L 4X4 253-4391



MAY 1984

DEVELOPING THE SCHOOL RESOURCE CENTRE PROGRAM--
A SYSTEMATIC APPROACH*

Carol-Ann Haycock

Introduction

The need for clearly defined approaches to developing a resource-based program is expressed frequently, but university classes and articles are too often of the "glad tidings" or "how I run my library good" nature. The three-to-five-year plan outlined here refers to a resource centre program based on cooperative program planning with colleagues to develop, teach, and evaluate units of study in a flexibly scheduled resource centre.

This approach necessitates that the "teacher-librarian" clearly understand and be able to articulate this role, and have a strong commitment to it. The major function of the role is to plan, develop, and teach programs cooperatively with classroom teachers as equal teaching partners. To suggest that this is but one facet of the role, or one that takes place after the resource centre is made technically perfect, or one that takes place at a different level--once teachers have been "won over"--is to move it from a central focus to a peripheral position.

Two common attitudes tend to characterize teacher-librarians who do not have a clearly defined role that is internalized. First, there are those who, because they presume rejection, continue to function as reactors rather

*The approaches and processes outlined here have been developed and implemented by the writer in two schools and replicated by several others as a result of in-service programs. This systematic and unified approach to the development of an integrated, flexibly scheduled resource centre program constitutes an original contribution to the professional literature.

than initiators. Second, there are those who hold the view that they must start "where the teachers are at". Each of these types operate from positions of servitude or relative powerlessness because they lack not only a clear understanding of this specialized role, but also of the process of change itself.

The very nature of the role of the teacher-librarian is that of initiator and change agent. This includes not only encouraging teacher and student use of the resource centre, but also involvement as an equal partner in planning for research and study skill development and language improvement. A jointly planned and taught program such as this often involves a change in the teaching strategies and learning activities commonly used in the school. The collaborative input and involvement of teachers becomes essential for a successful resource centre program.

It is important for teacher-librarians to be aware of both the formal and informal structure of the school and to be prepared to work at both levels, particularly since the fate of most programs is decided at the informal level. The "informal covenant" or agreement that exists between administrators and teachers regarding the day-to-day operations of the school supports the administrator as spokesperson for the school and grants him or her some decision-making power regarding school policies and programs; the teacher, however, maintains final authority in the classroom and expects (and gets) administrative support for instructional decisions. Any school program then needs a two-level implementation plan--administrators are critical in the adoption phase of a program while teachers are critical in the implementation phase.

Three Phases of Development

PHASE I

1. Assess the Current Situation. Knowledge of the present status, behaviour, and expectations for people and

programs in the school is important. Analyze the strengths and weaknesses of the facility, collection, and budget. Also analyze the administration, teaching staff, support staff, student population, and community. Identify key people on staff. On any given staff, ten percent "set the tone" and "run the school". They have a lot of power, whether they recognize it or not. Support from people in these positions is essential for successful change. Identify key programs or subject areas in the school and look for entry points into them. The focus might be on the effective use of existing materials for a new social studies program or an emphasis on inquiry skills in the science program, or the need for a sustained silent reading program. Based on this assessment, identify the discrepancies between the current and the desired resource centre program.

2. Define the Role. One of the major tasks in the development and implementation of any new program is to define the program itself and the roles and responsibilities of those to be involved. This is also an important step when the teacher-librarian is new to the school. Never presume that the role of the resource centre and the teacher-librarian is understood. Similarly, never confuse support for the teacher-librarian as an individual with understanding of, and commitment to, the role of the teacher-librarian.

Roles and responsibilities need to be defined formally, through discussion with the principal, through in-service sessions, and through staff meeting presentations. In all cases, the purpose is to provide information and seek support. (Seeking permission is a dangerous approach! What if the answer is "no"?) Adopting a collaborative approach assuming a partnership and a trial period, asking for a chance to try out a role or an approach with teacher and administrator support is a much more successful way to gain acceptance and bring about program adoption. For example, you might conclude an orientation for teachers by saying,

"My major goal for this term is to plan just one unit with each of you. I hope you will support me in this. I'll get in touch with each of you tomorrow to schedule some planning time."

Definition of the role of the resource centre and the teacher-librarian should also take place informally, through the school's daily bulletin, a corner in the monthly newsletter, displays of new materials, and over coffee or lunch in the staffroom.

3. Establish Guidelines. Two sets of guidelines can serve the teacher-librarian well: guidelines for flexible scheduling and guidelines for cooperative planning and resource sharing.

Guidelines for flexible scheduling should specify that:

- (1) cooperatively developed programs take precedence for teacher-librarian time and available space;
- (2) classes are not booked on a regular (every Tuesday at 9:30) basis;
- (3) total class bookings presume cooperative planning between the teacher-librarian and teacher and that the two are functioning as partners in the teaching and supervision of the class;
- (4) small group bookings may involve cooperative planning followed by either the teacher-librarian and students working together, or independent work on the part of the students for which space and materials have been made available; and
- (5) individual students are welcome at any time with a library tag; in this instance, the classroom teacher assumes responsibility and is reasonably confident that the student understands and can carry out the specified task, whether it is to select a book for recreational reading or to find information. The teacher also establishes a specific time limit with the student.

Guidelines for cooperative program planning and resource sharing can be provided through the use of a monthly topics sheet. The topics sheet should be a "two-minute item" for teachers--filling in the topics to be covered in each subject area for the upcoming month and checking off whether or not resources are required and planning time needed. (See Appendix A for example.)

Resources are pulled or secured and shared among teachers on the basis of the topics sheets submitted each month. Through this approach, one teacher doesn't end up with all the dinosaur books or all the resources on insects while others go without. The topics sheets are compiled into a monthly program chart which is distributed to the entire staff. The administrator's copy is asterisked to indicate the teacher-librarian's involvement in programs at each grade level. This monthly program chart indicates the curriculum that is being taught throughout the school at a glance. It facilitates the communication and sharing of ideas among staff as well as the sharing of resources.

The rationale for, and benefits of, the topics sheet should be discussed first with the administrator and then outlined, with examples, in a presentation to the staff. Most teachers are very receptive to this approach, and even a partial return of forms means that the teacher-librarian has more information than would have otherwise been the case.

The topics sheet facilitates cooperative planning in both a formal and an informal sense. There is a place provided on the sheet for teachers to indicate whether or not they would like planning time. Entry points into other programs can often be identified and informal approaches to teachers made on this basis. One of the advantages of this system is that it provides specific information for the teacher-librarian and points of discussion with teachers, thus eliminating the "how can I help you." shopkeeper approach to teacher-librarianship.

4. Communicate Often and Well. Regular communication with the administrator, as well as with staff members, is of paramount importance. Effective communication can create an awareness of and support for the adoption of the program. Possible strategies for implementing changes, based on assessment of the current situation, should also be discussed. Through such discussion, priorities can be established and both teacher-librarian and administrator can concentrate efforts in specific areas.

Focus on program strengths and weaknesses, not individuals and personalities. Keep in mind that the most successful approach is to emphasize the positive aspects of the program and the progress being made before introducing the problem or issue to be discussed. Remember--all of the problems in the school end up at the principal's door! Seek advice but don't presume the administrator is going to take action. Be prepared to act on suggested approaches or solutions if they will indeed enhance the program.

5. Start With One Teacher (Start Small . . . Think Big). Based on the initial assessment, identify the teachers who appear to be most receptive to new ideas and programs or with whom you succeed in establishing rapport quickly. Start with them to ensure that you and they meet with success! Never underestimate the "ripple effect"--accept small increments of change and avoid large-scale disappointment. Keep the developmental approach clearly in focus!

Be sure to write up units of study which are developed with teachers and keep these on file as a basis for sharing with others and to ensure availability for use in subsequent years. This is well worth the extra time and effort in the long run; it provides a foundation for continued development and saves time when redesigning and revising units and programs to use again. The importance of this component cannot be over-emphasized.

6. Establish a School-Based Skills Continuum. It is essential that a continuum of research and study skills be developed and agreed to by staff to ensure that some skills are not being omitted, that a developmental approach is being taken to skills coverage, and that skills instruction is being integrated with, and embedded in, the curriculum. This provides a framework for cooperative planning and a needed structure for resource-based programs.

Teacher involvement in this process is crucial. If teachers work as partners in developing a continuum that is relevant to the teaching and learning situation in a specific school, they will assume some responsibility for skill development. (The term "library skills" is both too narrow in scope and inappropriate to this process; it suggests a regular dose of skills given by the librarian, in the library, in total isolation. The terms "research and study skills" or "information skills" help to overcome this problem.) Appropriate aspects of cultural and literary appreciation might also be included in this type of continuum.

The following five step process has been initiated and successfully worked through with several staffs in order to develop a school-based, research and study skills continuum:

- Step 1: Select or devise a research and study skills list as a starting point for staff to react to. Provincial or state curriculum guides, school district guidelines, or any one of a variety of standard sources of research and study skills lists might be used. The simpler the list, the easier the task.
- Step 2: Don't ask each staff member to react to a long skills list initially. Provide the appropriate sections to groups of staff. For example, ask primary teachers to react to a list of primary skills and intermediate teachers to react to a list of intermediate skills. Work with grade

level or primary/intermediate groups, or subject groups, depending on the size and nature of the staff. Meet with each group, in sequential grade level order, to come to a group/grade level consensus.

Have each grade level provide input/feedback both a grade level below and above the level at which they are presently teaching.

Step 3: Seek ratification from the primary and intermediate/junior sections of staff. Meet with each group and look at the continuum for each grade level within that group.

Step 4: Submit the rough draft to the total staff for reaction. Discuss the "transition" years, such as grades 3-4, 6-7, and 9-10, in particular.

Step 5: Seek final staff ratification of the document as a statement of expectations for which they accept some responsibility.

The teacher-librarian has several important roles to play in this process--initiator, partner, and liaison, among them. Regardless of the particular expertise which the teacher-librarian may bring to this task, it is important to keep these roles in mind, or teachers may be inclined to view the final product as the teacher-librarian's list and, therefore, not a shared responsibility.

7. Be Accountable. Establish credibility and support through regular reporting procedures. A monthly written report to the administrator might consist of a listing of planning meetings, cooperative programs, and other professional undertakings, such as committee involvement and in-service presented or attended. Technical or support services which have involved a considerable amount of teacher-librarian time or energy might also be listed in this category; examples might include the preparation of major book and media orders, or reorganization of the audio-visual

collection. Written reporting can also provide the basis for oral reporting to both staff and administration.

An annual report is mandatory for teacher-librarians who are operating a flexibly scheduled resource centre based on cooperative program planning, whether or not it is required by the district or administrator. The annual report serves several purposes. It provides an overview of the year, highlights the progress made in program development, and assists the teacher-librarian in feeling some sense of closure at year end. The annual report also serves as the basis for establishing program priorities for the following year.

If cooperative program planning and teaching is the framework for the resource centre program, then the emphasis in the annual report should be placed here. A chart of cooperatively developed programs can be drawn as a major part of the annual reporting procedure. The chart provides an overview of the year and highlights the strengths and weaknesses of the program. It serves as a useful discussion paper with the administrator. It can also be used to facilitate sharing of program ideas among staff. (See Appendix B for example.)

The various strategies described for Phase I can be accomplished over a period of a year to eighteen months, provided there is effective, continuing communication with the administrator and no "waffling" on the part of the teacher-librarian. Strategies for Phase II extend and build on those outlined in Phase I.

PHASE II

1. Be High Profile. The teacher-librarian must be as visible, accessible, and involved as possible in order to be viewed as a professional teaching colleague. Continue to initiate and/or provide in-service for staff. Provide an in-service session for new teachers at the beginning of the

year and invite all teachers--and be sure that the administrator attends. Provide in-service for student teachers. There are double dividends here. Student teachers provide one more avenue to working with staff. And who knows--one of those student teachers may be a colleague one day!

Where teacher-librarians are part-time, work in two different schools, or in a situation where there are multiple buildings on site, post and distribute a timetable, indicating "locations" for morning coffee and lunch breaks. Times and locations for planning with teachers should also be established.

Become a member of the professional development committee, or other key committees in the school. Is there a school budget committee? How are budget decisions made? Is there a school interviewing committee? There is a sound rationale for the teacher-librarian being a member of this committee. If in fact the teacher-librarian is expected to plan and work with all teachers on staff, then it seems only reasonable to have some involvement in the decisions made regarding the hiring of new staff members. This involvement may be in a variety of forms. If a staff interviewing committee exists, the teacher-librarian should be a member. If it is a committee of one--the administrator--then the process of interviewing for new staff members and the criteria by which decisions are made are still worth discussing. Perhaps the administrator would include a question about resource centre use in his or her interview format! (Examples: "Can you tell me how you've made use of the resource centre in your teaching?" "How have you worked with the teacher-librarian?" "How have you ensured coverage of the necessary research and study skills?") Through questions such as these, the administrator will have an idea of the candidate's experience with, and attitude towards, resource centre use. The administrator is essentially saying, "I feel the resource centre is important in this school."

Establish a profile with the community. Set an objective to attend all parent meetings, or every second one, or select those you feel are important and be there. Arrange to make at least one presentation to the parent group each year. Make every effort to find out what their questions, concerns, and perceived needs are. Communicate through interpreters if necessary in a multi-ethnic community and provide pamphlets and written messages in translation. One of the most effective means of addressing parent groups is through a brief slide presentation. Let parents see their children at work in the resource centre.

Seek out adult volunteers in the community. Be sure to talk to them about the role of the teacher-librarian and resource-based programs in the school. Adults who give their time are often the community members who have a wide sphere of influence.

Establish liaison with the local public library branch. Invite the children's librarian to tell stories, give book-talks, collaborate on a puppet show, and explain the services of the public library. Encourage student and class visits to the public library.

Maintain visibility through report card inserts--a bookmark will do! Send notes home with student library monitors. When assessing student work in cooperatively planned and taught programs, always comment on the work and sign your name. That always gets home!

2. Change the Approach/Not the Tune. Continue to meet with the administrator on a regular basis. Be careful not to stop at the "awareness level" and silent support! Place the emphasis in Phase II on the administrator's role regarding expectations of and for teachers. It is unreasonable to expect that the teacher-librarian will succeed in working well with all teachers on a staff without administrative support. If the resource centre program is viewed as a partnership, there will be some expectation that classroom

teachers will work with the teacher-librarian to ensure adequate development of research and study skills, and effective resource centre use, on the part of the students for whom they are primarily responsible. The only place this expectation is going to come from is the administration.

Active, positive, administrative support can increase teacher commitment to a successful resource centre program. Suggest subtle ways that the administrator might commend a staff member for a program that has been planned. Visiting the resource centre while the program is in operation, a note in the teacher's mail box, a word in passing in the hallway, or, better still, in the staffroom where other staff members will overhear, are all effective ways of intrinsically rewarding teachers and reinforcing desired approaches.

3. Take Bigger Steps/Grade Level Planning. Once you have succeeded in planning at least one unit with the majority of teachers, there is another approach to be taken in Phase II. Approach teachers at one grade level and attempt to plan a program together as a team. Base the approach and planning on the research and study skills continuum developed in Phase I. Emphasize the importance of those skills outlined in the continuum that require resource centre use. Again, start at the grade level where there is the greater likelihood of success, and persuade other grade levels by effective example.

Highlight the benefits of grade level planning. Sharing ideas, materials, and the preparation workload can be stimulating, challenging, and time-saving. When a group plans, develops, and implements a program together, everyone tends to put forth their best effort. The benefits for students lie in what are often better programs. The prerequisite should be that at least one cooperative program exists for each grade level.

Hold grade level meetings to discuss the progress being made with research and study skills commitments. Are all

areas being taught? If some are being missed, or need greater emphasis, how can this best be done? Is revision of the continuum necessary? At the same time, review the cooperatively developed programs which are on file for that grade level and attempt to agree on a program, or choice of programs, that will provide for development of a specific skill and a common experience for all students at that grade level. This helps strengthen the developmental aspect of the resource centre program by providing a link from year-to-year, yet it remains a strong, curriculum-integrated approach.

There are other benefits to this type of approach as well. Most importantly, it allows some teachers to become involved at the cooperative teaching or implementation stage, rather than at the planning stage. If it is a positive, successful experience in which educational benefits and student enjoyment are demonstrated, those more reluctant or hard-to-convince teachers may be inclined to get involved at the cooperative planning stage in future programs.

PHASE III

By the beginning of Phase III, there is a solid foundation and strong framework for the resource centre program, firmly establishing it as an integral part of the school's curriculum.

The teacher-librarian's initiative and leadership to this point puts him/her in a position to take the development of the resource centre program to its logical conclusion.

Take a Giant Step/Total School Programming. In its simplest form, total school programming is often undertaken in preparation for a theme day, week, or month. The type of total school program referred to here, however, is one which, regardless of the curriculum area(s) included, involves extensive cooperative planning and teaching with

all staff members and working with all students in the school. It is one in which the resource centre is truly the central focus, or such an integral part that the total school program could not function without it. It is developmental and it is one which staff have a long term commitment to.

The key to total school programming is often a staff member with expertise and interest in an area, whether it be environmental education or computer literacy. The "seed" for a total school program can be most successfully planted by first working through a program with that teacher and subsequently developing a proposal to take to the entire staff.

Planning for a school-wide program includes:

- (1) the identification of a subject-related scope and sequence continuum of content and skills, to ensure a developmental approach across the grades;
- (2) the integration of research and study skills from the school-based continuum at each grade level;
- (3) a specific approach to program planning, development, and implementation to determine and facilitate the process staff will work through;
- (4) a realistic timeline;
- (5) opportunity for evaluation and revision of the program by all teachers; and finally
- (6) provision for the maintenance of grade-wide units developed in Phase II.

Essentially, throughout Phase III this means there will be a minimum of two grade-wide programs in existence, providing a strong basis for further program development of this nature.

Conclusion

The introduction of any change involves a number of steps. For teacher-librarians, one might identify five stages in the change process:

Awareness. An understanding of the roles and responsibilities of teachers, teacher-librarians, and administrators in developing an effective resource centre program is not

going to happen by osmosis. While district leadership is important, effective program implementation requires someone at the school level to take responsibility for explaining the program. If not the teacher-librarian, then who?

Understanding. A well-articulated rationale and full information can assist administrators and teachers to understand the conceptual framework of a resource centre program. Understanding can streamline communication and planning.

Acceptance. Demonstration and practice lead to acceptance. Interaction among the teacher-librarian, administrator, and teachers promotes cooperation.

Commitment. Professionalism is determined not only by level of academic achievement, but also by degree of commitment. The professional teacher-librarian will have a strong commitment to a clearly defined role in resource-based learning. Administrative support is critical and is also the most effective means of gaining and/or solidifying teacher commitment to the implementation of a program.

Renewal. Review and revision should be an ongoing part of the change process. If teachers remain active partners in implementation, the continuation of a program is much more assured. And the measure of successful implementation is in program continuation.

New areas of expertise take time to develop. Implementation should be viewed as a process. As a process, it should involve a well-thought-out plan covering a three-to-five-year period. If this three phase approach cannot be accomplished in a period of five years, it is probably time to decide that it is just not going to happen in this school, or that someone new might be able to do it in this particular situation . . . and, in either case, transfer!

The key criteria to success with this approach are a strong commitment to a well-defined role, administrative support, a high profile, and accountability. The result

should be a resource centre program that is embedded in and essential to the school curriculum and, as a consequence, is both educationally viable and politically justifiable.

NATIONAL STANDARD CURRICULUM FOR LIBRARY SKILLS INSTRUCTION IN JAPAN: DEVELOPMENTS AND CONTENTS

Mieko Nagakura

The presentation will be made in two parts. The first part refers to the educational system of Japan which affects library skills instruction in primary and secondary schools. The second part explains the developments of library skills instruction since the end of the World War II.

I. Educational System in Japan

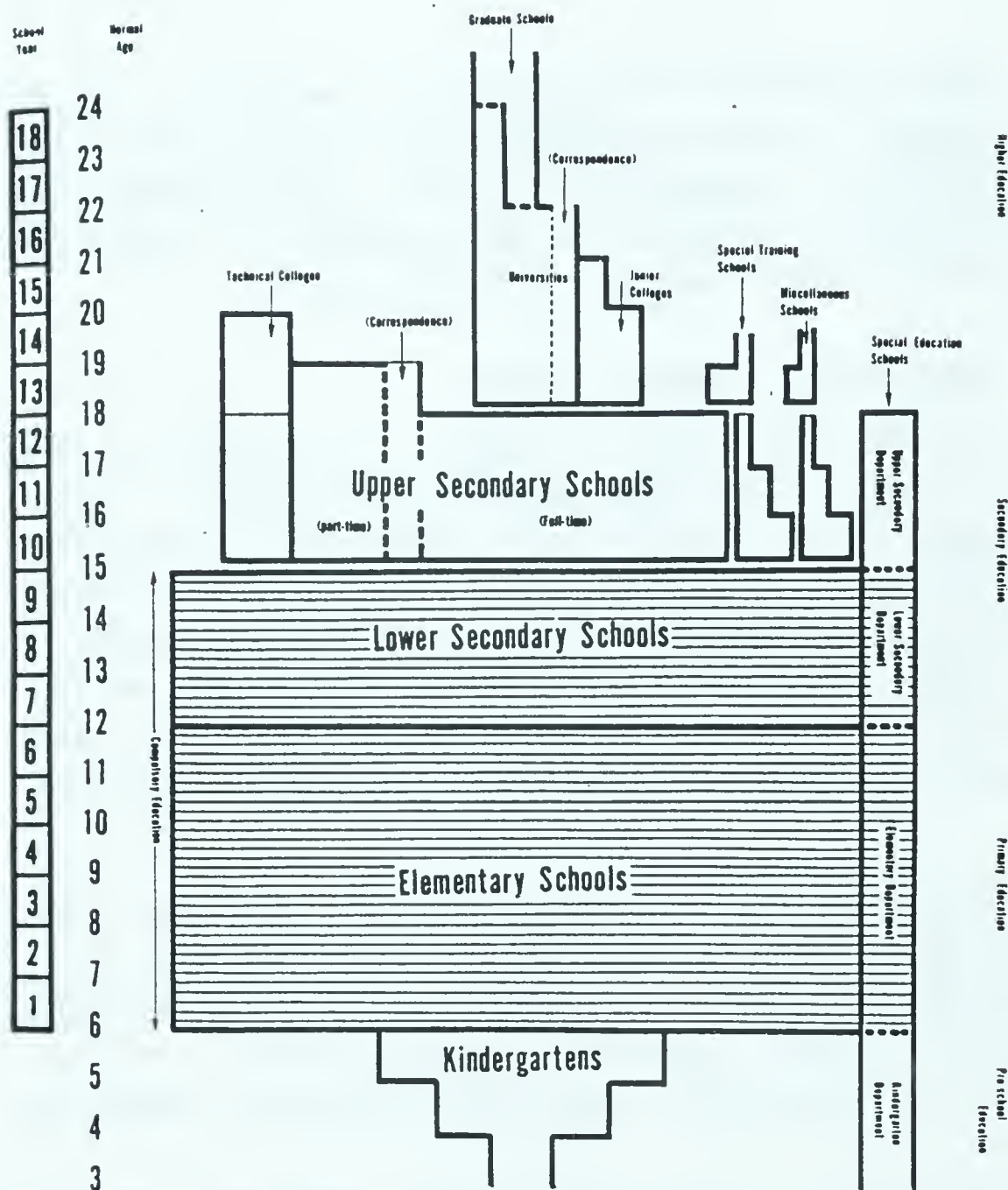
In the constitution of Japan, it is stated that education is both a right and a duty for all citizens. The government should provide equal opportunity of education in a public school system, irrespective of creed, sex, social status, economic position or family background.

Fundamental Law of Education indicates the general goals of education, and the aims and objectives for each educational level are specified in the School Education Law.

School System. The following chart shows how the educational system is organized in Japan (see Fig. 1). Before the World War II, a "multi-track" school system was in force in Japan. However, a "single-track 6 - 3 - 3 - 4 system" was introduced by post war educational reform in 1947.

The first nine year schooling is compulsory and free. A six year elementary school education starts at the age of six, and it is followed by a three year lower secondary school education. Another three year upper secondary school education is not compulsory nor free. But, in 1980, 92.9% of the age group enrolled in upper secondary schools.

Figure 1. ORGANIZATION OF THE SCHOOL SYSTEM



Source: Ministry of Education, Science and Culture.
Education in Japan; a graphic presentation.

There are examinations or screening for entering both public and private upper secondary schools. Therefore, upper secondary schools are naturally streamed by academic levels of entering students. Because of this screening for upper secondary schools, some people say, children are streamed as early as in elementary education. It is true in a sense, especially in metropolitan areas where many private elementary-secondary combined schools exist.

This screening system also weakens the school library programs in public lower secondary schools as both teachers and students put their interests only in tactics for entering better upper schools. In the public school system, there are no elementary-secondary combined and/or lower-upper secondary combined schools. It is quite understandable that better library programs and activities are found more in elementary schools and in private combined schools than in public lower secondary schools.

Table 1 shows the statistics of school education. There are about 25,000 elementary schools, 11,000 lower secondary schools and more than 5,000 upper secondary schools.

As stipulated in the School Library Law, "school libraries" in Japan only include libraries in elementary schools, lower and upper secondary schools, and in special schools where physically and/or mentally handicapped children study. Those in kindergartens and special training and miscellaneous schools are not defined as "school libraries".

Curriculum. The Minister of Education, Science and Culture is authorized to establish curriculum standards -- not standard curriculum, but curriculum standards -- for elementary, lower and upper secondary schools. The standards are organized in the form of course of study, and it is published by the Minister. This ministry-compiled course of study provides the basic framework for each school's curricula.

Table 1. Number of Institutions, Students and Teachers at Different Levels of Education, May 1982.

Educational Institutions other than Institutions of Higher Education				
Type of Institution		Number of Institutions	Number of Students	Number of Full-time Teachers
Kindergartens	Total	15,152	2,227,615	99,587
	National	48	6,571	272
	Local Public	6,197	570,929	27,244
	Private	8,907	1,650,115	72,071
Elementary Schools	Total	25,043	11,901,520	475,043
	National	73	46,689	1,746
	Local Public	24,802	11,795,275	470,573
	Private	168	59,556	2,724
Lower Secondary Schools	Total	10,879	5,623,975	269,645
	National	77	36,137	1,652
	Local Public	10,252	5,429,701	260,643
	Private	550	158,137	7,350
Upper Secondary Schools	Total	5,213	4,600,551	248,107
	National	17	10,193	623
	Local Public	3,954	3,312,280	192,174
	Private	1,242	1,278,078	55,310
Special Schools	Total	882	94,864	36,367
	National	45	3,657	1,228
	Local Public	820	90,292	34,888
	Private	17	915	251
Special Training Schools	Total	2,804	478,934	22,213
	National	189	17,222	790
	Local Public	159	22,131	1,478
	Private	2,456	439,581	19,945
Miscellaneous Schools	Total	4,867	627,683	24,083
	National	9	184	18
	Local Public	141	11,118	756
	Private	4,717	616,386	23,309

Source: NIER. Basic Facts and Figures about the Educational System in Japan. 1983.

The course of study, as recommended by the Curriculum Council, includes objectives, standard content and time-tabling, and teaching method for different school levels. Each school is obligated to organize its own curricula, according to the course of study guidelines, in consideration with the present situation of school and local needs as well as the level and characteristics of children's mental and physical development.

Table 2 summarizes the course of study which shows standard number of school hours for each subject and other educational activities at elementary school level. Each school must observe these standard school hours at least when its own curricula are planned.

Table 2. Standard Number of School Hours for Each Subject and Others (Elementary School).

Classification		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of School Hours by Subject	Japanese Language	272	280	280	280	210	210
	Social Studies	68	70	105	105	105	105
	Arithmetic	136	175	175	175	175	175
	Science	68	70	105	105	105	105
	Music	68	70	70	70	70	70
	Arts and Handicrafts	68	70	70	70	70	70
	Homemaking	-	-	-	-	70	70
	Physical Education	102	105	105	105	105	105
Number of School Hours for Moral Education		34	35	35	35	35	35
Number of School Hours for Special Activities		34	35	35	70	70	70
Total Number of School Hours		850	910	980	1,015	1,015	1,015

Source: NIER Occasional Paper 01/83.

As you see on the table, Japan's school programs are classified into three main categories, e.g. (1) Subject, (2) Moral Education, and (3) Special Activities.

Special activities are comprised of (a) pupils' activities, such as pupils' council, classroom assembly and clubs, (b) school events, such as ceremonial, athletic and academic events, school journey and field trip, and (c) classroom guidance, such as guidance on safety, health, school lunch and the school library utilization.

When each school plans its own curricula the annual standard school hours shown on the table are divided by 35 and the hours per week are obtained for each subject and activities. Since 34 to 70 school hours are allocated for special activities, only several hours each year can be spent for guidance on the school library utilization

which composes a part of special activities.

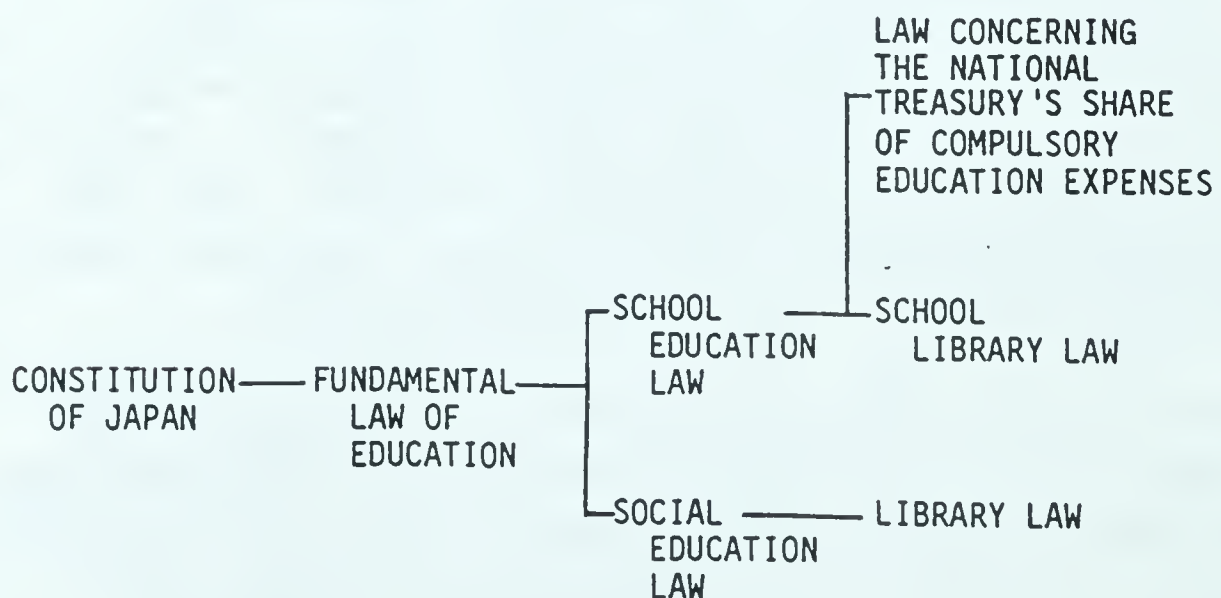
Besides these standard hours, the Ministry of Education, Science and Culture recommends "extra time" of two to four school hours per week to be provided at each school's own discretion for creative educational activities which make school life more relaxed and satisfactory. Very few schools assign these "extra time" hours for school library activities.

The course of study does not specify the content nor the scope of guidance on the school library utilization. Therefore, each school or each teacher has the liberty to plan the curriculum for school library skills instruction at its own will. There is no official obligation for formulating the curriculum of library skills instruction.

Legislation for School Libraries. The chart below shows the structure of school library legislations (see Fig. 2).

As you see on the chart, Japan's educational legislation is based on "dualism". Education is carried in two fields, e.g., the school education and social education, respectively.

Figure 2. LEGAL SCHEME OF SCHOOL LIBRARIES IN JAPAN



The School Library Law and the Law Concerning the National Treasury's Share of Compulsory Education Expenses are the infrastructures of the School Education Law, while the Library Law which concerns public libraries is the infrastructure of the Social Education Law.

The School Library Law stipulates (1) Definition and objects of school libraries, (2) Obligation to establish school libraries in every school, (3) Principles of school library management, (4) Teacher librarian, (5) Duty of founders, (6) Duty of the State, (7) Subsidy from the National Treasury.

As stated in the law, the founders of schools which mean local education authorities "must endeavour to organize school libraries and make them as complete as possible, so that the aim of this law may be achieved". For compulsory education schools, the National Treasury shall share the expenses of instructional materials, which include library materials both in print and non-print forms, with local education authorities.

Upper secondary schools, non-compulsory education institutions, can apply for the subsidy from the National Treasury, if library equipment or book stock have not reached the standard designated by Government ordinance and the founder of schools bear one-half of the expenses necessary to improve the library equipment and/or book stock up to the standard.

The State, e.g. the Ministry of Education, Science and Culture, is responsible "to give special or technical guidance and advice in relation to the establishment or management of school libraries" (Art. 7 of the School Library Law). In adhering to this duty of the state, the Ministry has published several guidebooks in which the standards for school library programs and curriculum for library skills instruction are stated.

II. Improvement of Library Skills Instruction Curriculum

There are two lineages of standard curricula for library skills instruction in Japan. The one which has been developed by Ministry of Education, Science and Culture, and another by Japan School Library Association, the national professional organization.

The first curriculum for library skills instruction was produced by the Japan School Library Association in 1956, and it has been revised in 1971.

The Ministry of Education, Science and Culture had stated the areas of library skills instruction in The School Library Standards in 1959. Subject to 1968 revision of the Course of Study, the Ministry issued the guidebook on library skills instruction in elementary schools in 1970. Again the Ministry published in 1983 the guidebook which describes the process to organize the curriculum for library skills instruction at each school of compulsory education.

Curricula developed by the Ministry of Education, Science and Culture. After the War, the Ministry was quick to recognize the need for library skills instruction in compulsory education. As early as in 1948, The School Library Council, which had been organized and worked until 1949 as the Minister's Advisory Committee, referred the need for library skills instruction in schools and suggested the instructional content in its Gakkō Toshokan no Tebiki (The Guidelines for School Library Establishment).¹

Since then, many primary and secondary schools had carried experimental projects of school library management at the requests of the Ministry and of local boards of education. As a part of such projects, experimental curricula of library skills instruction had been tried out in these schools, and their experiences were gradually formed into a standard curriculum by the Ministry which appeared as one item of The 1959 School Library Standards.²

The suggested areas of instruction in The School Library Standards are as follows. The areas are fifteen altogether, and so these are known as "Mombusho's (of the Ministry of Education, Science and Culture) fifteen items".

1. Introduction to the school library
2. History and present state of books and libraries
3. Library citizenship and hygiene of reading
4. Structure of a book and handling of books
5. Book selection
6. Classification and arrangement
7. Catalog of books
8. Use of dictionary, encyclopedia and index
9. Use of yearbook and statistics
10. Use of newspapers and magazines
11. Use of information files
12. Handling and use of audio-visual materials
13. Arts of reading
14. Making bibliographies and taking notes
15. Use of reading and cultural facilities in the community

Though this curriculum was only an enumeration of traditional library skills, this was not an adaptation and/or translation of American curricula. This was thoroughly originated in Japan.

The nation's independence was restored in 1952, and accordingly the course of study was revised in 1958. After this revision, the course of study became a notification of the Ministry and the concept of the national standard curriculum prevailed afterwards.

In the 1960s, social changes in Japan were significant. The living standard had improved very much, and so cultural and social expansion was prominent. Science and technology had advanced rapidly, and invited "information affluent society". At the same time, the nation was more involved in international affairs. Such social changes made it necessary to revise the content of education. Therefore, the revision of the course of study was made in 1968 for elementary school section and in 1969 for lower secondary school section.

The revised course of study stipulated library skills instruction as a part of "classroom guidance" in elementary schools. Subject to this revision, the Ministry had published a book, Shōgakkō ni Okeru Gakkōtoshokan no Shidō (Library Skills Instruction in Elementary Schools)³ in 1970. Though this book was issued as a guidebook for elementary school libraries, it actually served as the standard curriculum of library skills instruction for both elementary and lower secondary schools. The next revision of the course of study for lower secondary schools clarified library skills instruction also as a part of classroom guidance in 1972.

The book, Shōgakkō ni Okeru Gakkōtoshokan no Shidō is theoretical as well as practical. In the first half, the principles of library skills instruction which prepare children to cope with information explosion are described, while the methods to develop general teaching plans for a school and to organize lesson plans for each grade and class are introduced in the latter half. Evaluation methods for instructional programs are also referred to in the latter half.

The most significant feature of the curriculum introduced in the above mentioned guidebook is that eighteen instructional items are categorized into three areas which correspond to the steps to be followed in information processing.

The instructional items are grouped as follows:

1. Retrieval of Knowledge and Information

- a. Information and materials
- b. Classification and arrangement
- c. Use of catalogs
- d. Use of table of contents, index, and etc.
- e. Use of encyclopedias
- f. Use of yearbook, and etc.
- g. Use of iconographic reference books (example: a bird book)
- h. Use of newspapers and magazines
- i. Use of information files
- j. Use of audio-visual materials

2. Processing of Knowledge and Information

- a. Bibliography making
- b. Record making and note taking
- c. Self-made information files
- d. Arts of presentation

3. Basic and Relevant Knowledge of Library Utilization

- a. Introduction to the school and other libraries
- b. Physical components of materials
- c. Library citizenship
- d. Arts of reading

In the 1970 curriculum, the instructional areas of 1959 version were reorganized into above listed eighteen items, and three new areas were introduced. They are "Information and materials," "Self-made information files," and "Arts of presentation."

In the area of "Information and materials," the following are instructed so as to be understood by every child through daily experiences and practices: (1) How to access and use necessary knowledge and information; (2) Relevances of knowledge/information and materials; (3) Proper use of materials in consideration of specific characteristics of materials and of particular purposes. The areas "Self-made information files" and "Arts of presentation" both deal with the skills to express the results of study and learning. The processes to make scrap book and/or vertical file materials are taught and practiced in the lessons for "Self-made information files." The principles and practices of oral and graphic presentations are given in the lessons for "Arts of presentation."

The 1970 curriculum is idealistic, but not realistic. No school could provide enough school hours to implement such comprehensive programs of library skills instruction. As already mentioned, the curriculum standards prescribed in the course of study allow each school to allocate only several hours each year for library skills instruction. The national survey recently conducted on the use of "extra time" or "school's discretionary time" by the

Ministry revealed that the majority (73.9%) of schools gave "extra time" to the activities "to improve health and physical strength," and only 26.7% of schools gave it to "reading activities."

Recognizing such situations, the Ministry appointed a research committee in 1981 to examine the 1970 curriculum of library skills instruction and to revise it to compromise with reality. The committee had carried studies for two years, and the report of the committee was published in 1983 under the title, Shōgakkō, Chūgakkō ni Okeru Gakkōtoshokan no Riyō to Shidō (Utilization and Instruction of Libraries in Elementary and Lower Secondary Schools).⁴

The 1983 revision of the curriculum for library skills instruction intended to make instruction more practical and to fuse it into school's other educational activities. The former instructional items in the 1970 curriculum were thoroughly scrutinized, and only essential skills were extracted out of them to form learning tasks for the new curriculum. These extracted twenty-one tasks were clustered around four major abilities.

The learning tasks are organized as follows:

A. Use of Libraries and Library Materials

1. To use library materials, knowing their different types and features.
2. To use the school library, knowing its functions and roles.
3. To use public libraries, knowing their functions and roles.
4. To use cultural facilities in the community, knowing their functions and roles.

B. Retrieval and Use of Information and Materials

1. To get accustomed to use iconographic reference books.
2. To get accustomed to use Japanese dictionaries and Chinese-Japanese dictionaries.
3. To get accustomed to use encyclopedias and special cyclopedias.
4. To get accustomed to use yearbooks, and etc.
5. To get accustomed to locate and use book materials.
6. To get accustomed to locate and use non-book materials.
7. To get accustomed to use library catalogs and material lists.

C. Acquisition, Organization and Storage of Information and Materials

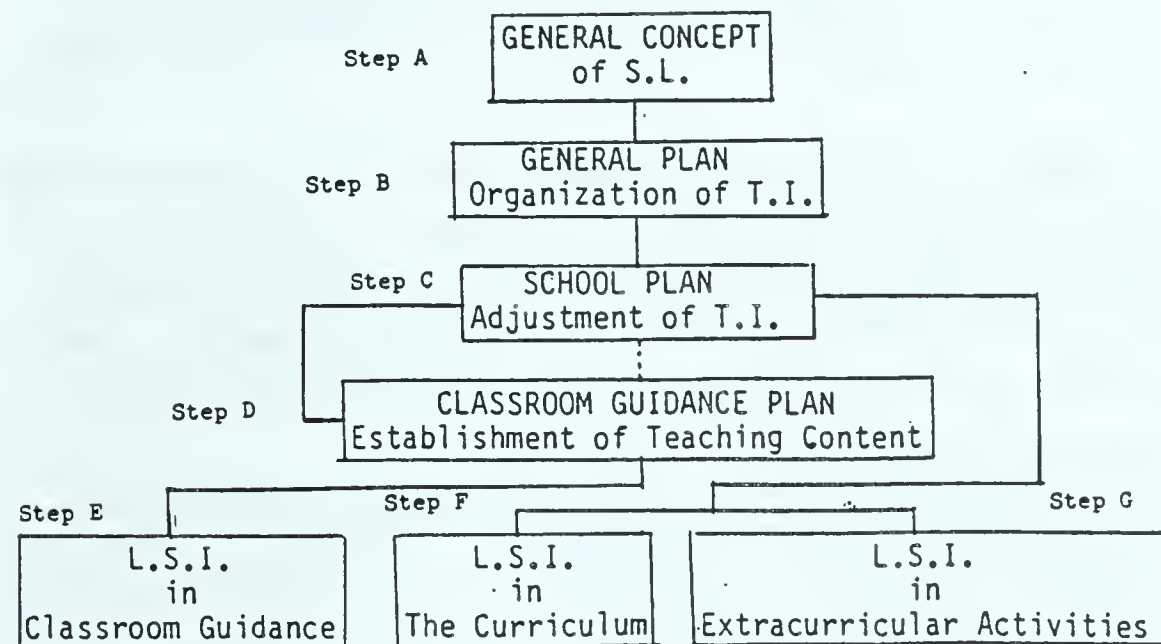
1. To collect necessary information and materials.
2. To elaborate plans to make records.
3. To make material lists.
4. To try to summarize the contents of materials appropriately to particular purpose.
5. To devise the methods of communication appropriate to particular purpose.
6. To plan the storage of materials.

D. Enrichment of Life

1. To establish appropriate reading habits.
2. To enjoy the activities of group reading.
3. To participate willingly in group activities which center on reading.
4. To participate willingly in school events which center on reading.

Intended to be practical, this 1983 guidebook details the steps to plan the curriculum of library skills instruction at each school level. The process of forming the school's curriculum is illustrated in Figure 3.

Figure 3. Process of Curriculum Planning for Library Skills Instruction



S.L. - School Library
 T.I. - Teaching Items
 L.S.I. - Library Skills Instruction

- Step A. To crystallize the general concept of the school library.
1. To make the library program relevant to the school's general educational aims.
 2. To make the library program relevant to the curriculum.
 3. To make the library program relevant to extracurricular activities.
 4. To establish the main educational objects for each grade.
 5. To make the library program relevant to family life of children and the activities in the community.
 6. To consider the improvement of educational plans and instruction.
- Step B. To enumerate all teaching items of library skills instruction and organize them into four major abilities to be fostered.
1. Use of libraries and library materials.
 2. Retrieval and use of information and materials.
 3. Acquisition, organization and storage of information and materials.
 4. Enrichment of life.
- Step C. To select necessary teaching items and adjust them to suit each school's conditions.
- Step D. To extract essential teaching items so as to establish the content of "classroom guidance."
- Step E. To develop the annual plan of library skills instruction in the periods of "classroom guidance."
- Step F. To allocate library skills instruction in the periods of Subjects, Moral Education and School Events.
- Step G. To allocate library skills instruction in extracurricular activities and schedule each instruction in the annual plan of such activities.

The responsibilities of library skills instruction are shared among subject and classroom teachers and teacher librarians in Japan. Therefore, every teacher in a school must make lesson plans of library skills instruction. Subject teachers must fuse library skills instruction into their subject lessons.

Here is an example of a lesson plan for a period of "classroom guidance":

Class: Grade 3 (Elementary school)

Theme: Different kinds of library materials.

Educational objects: To make children recognize different kinds of library materials.

Educational objects: To make children understand the classification scheme and the arrangement in the library.
(continuation) To establish the children's habit to observe library use regulations.

Lesson aims: To learn the system of organizing library materials and the procedures to borrow library materials.

Lesson plan: 1 school hour (45 minutes)

LEARNING ACTIVITIES AND TASKS	TEACHING AIDS	POINTS FOR CONSIDERATION
<ul style="list-style-type: none"> ◦ Discuss how books are searched in the school library (5 min.). ◦ Make reports to each other where favorite books are found on the shelves in the library (5 min.). <u>Examples:</u> Stories, Biographies, Science books, Picture books, etc. ◦ Recognize that books are grouped and arranged by the contents in the library (10 min.). Teacher give short lecture on ten divisions of Nippon Decimal Classification ◦ Browse in the library and find favorite books (15 min.). To search on the shelves; discuss about the locations of books; find out the procedures to borrow books. ◦ Listen to the lecture about locations of non-book materials (5 min.). <u>Examples:</u> Magazines, Newspapers, Clippings, Picture cards. ◦ Check out books for home use (5 min.). 	<ul style="list-style-type: none"> • Color Chart of 10 Divisions of NDC • Filing cabinet • Clippings • Pamphlets • Picture cards • Magazines • Newspapers 	<ul style="list-style-type: none"> * To attend to different levels of children's knowledge about the locations of books in the school library. * To attend to make each child express own favorite kind of books. * To point out the special arrangement & location of picture books, and large size books. * To make children practice to take out and to return books to the shelves. * To make every child to find favorite books by one self. * To explain briefly the use of vertical file materials. * To introduce appropriate titles of magazines and newspapers for Third Graders. * To instruct the rules for library users and to teach proper procedures to borrow materials from the school library.

Curricula developed by the Japan School Library Association. The first curriculum for library skills instruction in Japan was developed by the Japan School Library Association in 1956. By scrutinizing all school textbooks then in use, the Association extracted necessary skills for library use and itemized them in twenty areas.⁵ They are:

1. Significance of books
2. History of books
3. Structure of a book
4. Parts of a book and their functions
5. Handling and care of books
6. Production and distribution system of books
7. Book selection
8. Arts of reading
9. Hygiene of reading
10. Use of dictionaries and encyclopedias
11. Use of yearbooks and iconographic reference books
12. Use of newspapers and magazines
13. Consolidation and use of filing materials
14. Significance of libraries and their functions
15. History of libraries
16. Library materials and equipment
17. Use of libraries and etiquette
18. Classification and cataloging of books
19. Use of class libraries
20. Use of libraries other than the school libraries

Based on these frameworks, the curriculum was constructed with the purposes described below.

- A. To perform the consistency in the curriculum for elementary and lower secondary schools.
- B. To make the curriculum which completes by the end of lower secondary school education.
- C. To make standard curriculum which can be referred in planning each school's curriculum.

One year after the publication of the Ministry's comprehensive curriculum of 1970, the Association had examined the twenty library skills in their 1956 curriculum and discarded nine skills and introduced two new skills, e.g. "Making of bibliographies" and "Use of audio-visual materials." The

aim of the revision is to suit the curriculum for the education of children in information affluent society. Another aim of the revision is to make the curriculum also applicable in upper secondary schools, since the ministry-compiled curricula are only intended for compulsory education schools.

The revised teaching areas are as follows:⁶

1. Significance of books
2. Parts of a book and their functions
3. Handling and care of books
4. Making of bibliographies
5. Hygiene of reading
6. Use of dictionaries and cyclopedias
7. Use of yearbooks and iconographic reference books
8. Use of newspapers and magazines
9. Use of filing materials
10. Significance of libraries and their functions
11. Use of libraries and etiquette
12. Classification and cataloging of books
13. Use of audio-visual materials

Compared to the ministry-compiled curricula, the association's curricula are more practical and orthodox or traditional.

As it was stated in the first part of this paper, each school in Japan is obligated to organize its own curricula including library skills instruction curriculum. There are varieties in adaptation of standard curricula of library skills instruction mentioned so far. Some local authorities and local associations of school libraries compile and publish textbooks and workbooks based on their elaborated curricula of library skills instruction for the schools in their districts. Each school has the liberty to select and adopt these textbooks and workbooks. Library skills instruction is one of the educational fields where the authorization of textbooks does not exist in Japan.

REFERENCES

1. Ministry of Education: Gakkō Toshokan no Tebiki. Tokyo, Shihan Gakkō Kyokasho Co., 1948. 126, 11 p.
2. Ministry of Education, Science and Culture: Gakkō Toshokan Unei no Tebiki. Tokyo, Meiji Shuppan Co., 1959. Standards: p. 30-44.
3. Ministry of Education, Science and Culture: Shōgakkō ni Okeru Gakkō Toshokan no Shidō. Tokyo, Dainihon Tosho Co., 1970. 208 p.
4. Ministry of Education, Science and Culture: Shōgakkō, Chūgakkō ni Okeru Gakkō Toshokan no Riyō to Shidō. Tokyo, Gyōsei Co., 1983. 197 p.
5. Japan School Library Association: Karikyuramu An (Suggested Curriculum), 1956.
6. Japan School Library Association: Gakkō Toshokan no Riyōshidō no Keikaku to Hōhō, 1971. 191 p.

PARTNERS IN READING ALOUD: MEMBERS OF THE
HAWAII ASSOCIATION OF SCHOOL LIBRARIANS
READ TO STUDENTS, GRADES K-6

Chow Loy Tom

This study evolved from the invitation of the Hawaii Conference Program Chair to the author to give a presentation at the International Association of School Librarianship 1984 Hawaii Conference. Subsequent endorsement by the Board of Directors of the Hawaii Association of School Librarians (HASL) for a study of the prose and poetry their members read to students in the elementary schools gave impetus to this work. There were three major objectives to this study: (1) to identify, classify, and evaluate the quality of the most popular fiction and nonfiction selections read to students in Grades K-6; (2) to ascertain the content and to classify the titles of the most frequently read poems; (3) to ascertain some of the attitudes of educators toward reading aloud to students.¹

Methods of Procedure

For the purposes of the study, the population was composed of school librarians² in public and non-public schools in the state of Hawaii, U.S.A., who were members of HASL during the 1983-84 school year. The state of Hawaii (Hawaii) has a statewide school system composed of four school districts: (1) the Oahu school district, which is comprised of the Honolulu, Central Oahu, Leeward Oahu, and Windward Oahu school districts; (2) the Hawaii school district; (3) the Maui school district, which includes schools on the Islands of Molokai and Lanai; and (4) the Kauai school district. The majority of the non-public

schools are located on the Island of Oahu, the most populous island and the island where Honolulu, the capital of the state is situated.

The population for the study consisted of 148 HASL members and was selected by checking a copy of the updated (February, 1984) HASL mailing list against the organization's most current (1982) membership directory to identify members assigned to schools with grades K-6. Two HASL members in Honolulu helped to identify new assignments or assignments that had changed since the publication of the 1982 directory. A mail questionnaire was sent to every member of the study population.

The questionnaire contained five multiple choice and three open-ended questions. Drafts of the questionnaire were field tested with elementary school librarians in Denver, Colorado and Honolulu, Hawaii. Separate interviews were held with three school librarians in Denver and individual telephone interviews were conducted with three school librarians in Honolulu.

Five multiple choice questions sought information concerning the number of years of experience as school librarians and as classroom teachers, the reasons why educators read and do not read to students, and the discussion topics used by school librarians for reading aloud sessions. Two open-ended questions requested respondents to list specific titles of books and poems read to students during the period from September, 1983 through January, 1984. Additional comments relating to reading aloud practices of school librarians were also invited. The questionnaire assured respondents that the survey was completely confidential and that their names and those of the schools they represented would not be associated with any report of the study. Self-addressed pre-stamped envelopes were provided for the return of the questionnaires, which were sent to participants in early March, 1984.³

Characteristics of the Response Sample

Composition. Of the 148 questionnaires sent to school librarians, 95 usable ones were returned. This represents a 64 percent rate of return. All respondents were female. Table 1 presents the composition of the response sample by type of school and by school district. There was a total of 14 non-public school respondents (14.7 percent), all from the Island of Oahu. A total of 81 public school librarians (85.3 percent) responded, representing all six of the Islands of Hawaii included in the study. The four school districts of the island of Oahu were represented by 62 respondents (65.3 percent), the Hawaii school district by 12 (12.6 percent), the Maui school district by all five of its members (5.3 percent), and the Kauai school district by two respondents (2.1 percent).

Table 1
Composition of the Response Sample by
Type of School and School District

Type of School	Respondents		
	Number	Percent	
Non-Public	14	14.7	
Public			
<u>Oahu Districts</u>	62	65.3	
Honolulu	24	25.3	
Central Oahu	15	15.8	
Leeward Oahu	12	12.6	
Windward Oahu	11	11.6	
	62	65.3	
<u>Hawaii District</u>	12	12.6	
<u>Maui District*</u>	5	5.3	
<u>Kauai District</u>	2	2.1	
	TOTAL:	95	100.0

* Includes the Islands of Lanai and Molokai.

School Enrollments. Table 2 shows school size, as measured by enrollments, represented in the response sample. Over 70 percent (74.4) of the schools had enrollments of between 200 to 599. Of these, 25.8 percent fell between the 200-299 range, 12.8 percent between the 300-399 range, and about 35 percent (34.85) between the 400-599 range. As would be expected, there were more public schools than non-public schools with enrollments of between 600-999 (26 percent to 14.2 percent). While both types of schools were represented by enrollments of 1000 or more students, only a few of these were public schools with students in grades K-12.

Table 2
School Enrollments Represented
in Response Sample

Enrollment	Type of School		Mean
	Public (N=81)	Non-Public (N=14)	
	%	%	%
Less than 100	1.2	0.0	1.2
100-199	6.2	0.0	6.2
200-299	8.6	42.9	25.8
300-399	18.5	7.1	12.8
400-499	17.3	0.0	17.3
500-599	13.6	21.4	17.5
600-699	9.9	7.1	8.5
700-799	2.5	0.0	2.5
800-899	6.2	7.1	6.7
900-999	7.4	0.0	7.4
1000 and more	8.6	14.3	11.5

Number of Years of Experience as School Librarians and Classroom Teachers. Professional experience, as measured in terms of years employed as full-time school librarians and as full-time classroom teachers in grades K-6 schools, is shown in Tables 3 and 4, respectively. Table 3 shows that the respondents were experienced school librarians. Taken together the mean figures indicate that about 60 percent of the sample had ten or more years of experience, while about 34 percent had between 2 and 9 years, leaving only 4.2 percent as first year school librarians.

Table 3
Years of Experience as a School Librarian
in the Response Sample

Number of Years	Type of School		Mean
	Public (N=81)	Non-Public (N=14)	
	%	%	%
One	1.2	7.1	4.2
2-3	9.9	14.3	12.1
4-9	16.0	28.6	22.3
10-20	56.8	42.9	50.0
21 and more	14.8	7.1	11.0
No response	1.2	0.0	1.2

Table 4 indicates that about 10 percent of the sample had one year of experience as full-time classroom teachers, 33 percent had between 2 and 9 years, and about ten percent had ten or more years experience. Almost 60 percent (59.3) of the respondents checked "none" for experience as full-time teachers (38.8 percent) and 20.5 percent did not respond to the question. Two reasons may account for this

response: (1) the fact that a public school librarian in Hawaii is certified as a teacher and meets endorsement as a "school librarian" was overlooked when the question on the years of classroom teaching experience was designed, and (2) some of the respondents may have accepted full-time school library positions in their first professional year of service and continued to serve as school librarians.

Table 4
Years of Experience as a Full Time Classroom
Teacher in the Response Sample

Number of Years	Type of School		Mean
	Public (N=81)	Non-Public (N=14)	
	%	%	%
None	34.6*	42.9	38.8*
One	9.9	0.0	9.9
2-3	13.6	0.0	13.6
4-9	17.3	21.4	19.4
10 or more	12.3	7.1	9.7
No response	12.3	28.6	20.5*

* A public school librarian in the State of Hawaii is a certified teacher and meets endorsement as a "school librarian." Some respondents may have accepted full-time school library positions without a full year of classroom teaching experience.

Limitations of the Study. Time and resources limited this study to a selected sample of school librarians who were members of the Hawaii Association of School Librarians. Since respondents were members of a professional state association of school librarians, the response sample may be weighted toward the better reading aloud programs of the State. The study was also limited in that it examined readings used

during only the period from September, 1983, through January, 1984. Finally, limitations inherent in any study restricted to data gathered by mail questionnaire characterize this study. Such limitations concern the extensive rather than intensive nature of information obtained for lack of supportive data provided by interviews of respondents and non-respondents, and systematic field observations.

Prose Selections Read: Grades K-6. From September, 1983, through January, 1984, HASL members assigned to positions in schools with grades K-6 read to their students a total of 676 specific titles of prose, both fiction and nonfiction. Of this number, 441 separate titles were read once, 187 specific titles were given between two to four readings, and 48 titles were each given at least five readings. Of the 48 most frequently read titles, 46 were classified as fiction and two as nonfiction. Of these 46 fiction titles, 34 were read to students in the primary grades, K-3, and 14 to students in the middle grades, 4-6.

Fiction Titles Read: Grades K-3. The 34 fiction titles most frequently read to students in the primary grades (grades K-3) are presented in Table 5. The titles are given in the order of frequency of readings and are categorized by type of school where read, public or non-public, and first date of publication. These titles each given at least five readings, were read a total of 271 times. For discussion purposes, they have been divided into four frequency groups (see Table 5). The first group of the nine most popular titles includes nine books that were given 119 readings (44 percent) of the total. Doctor De Soto, by William Steig, was the most popular title. It is a story of a mouse dentist who outfoxes one of his patients. Given 24 readings, it was the most frequently read title in grades K-3. The second most popular book

was Miss Nelson is Missing (15 readings), by Harry Allard, followed by Sylvester and the Magic Pebble (14 readings), also by William Steig. The next three titles, each given 12 readings, were The Biggest Bear, by Lynd Ward, Strega Nona, by Tomie de Paola, an Italian folktale, and Tikki Tikki Tembo, by Arlene Mosel, a Chinese folktale. Ten readings were given to each of the next three titles: The Funny Little Woman, also by Arlene Mosel, is a Japanese folktale; Where the Wild Things Are, by Maurice Sendak, and A Thousand Pails of Water, a story of Japanese fishing villagers who saved a beached whale, by Ronald Roy.

Table 5
The 34 Most Popular Fiction Titles School Librarians
Read to Students
Grades K-3*

Title--Author and/or Illustrator	First Pub. Date	Frequency of Readings Type of School		
		Public	Non-Public	
		Frequency		Overall
<u>Group 1</u>				
Doctor De Soto--Steig**	1982	22	2	24
Miss Nelson Is Missing--Allard	1977	13	2	15
Sylvester and the Magic Pebble--Steig	1969	11	3	14
The Biggest Bear--Ward+	1952	11	1	12
Strega Nona--de Paola	1975	12	0	12
Tikki Tikki Tembo--Mosel	1967	12	0	12
The Funny Little Woman--Mosel	1972	9	1	10
Where the Wild Things Are--Sendak	1963	10	0	10
A Thousand Pails of Water--Roy	1978	10	0	10

Table 5 (continued)

Title--Author and/or Illustrator	First Pub. Date	Frequency of Readings Type of School		
		Public	Non-Public	
		Frequency		Overall
<u>Group 2</u>				
The Gunniwolf--Harper	1967	9	0	9
Jumanji--Van Allsburg**	1981	8	1	9
The Very Hungry Caterpillar-- Carle	1970	9	0	9
Swimmy--Lionni	1963	8	0	8
The Girl Who Loved Wild Horses--Goble+	1978	6	1	7
<u>Group 3</u>				
Alexander and the Terrible, Horrible, No Good, Very Bad Day--Viorst	1972	6	0	6
Alexander the the Wind-Up Mouse--Lionni	1969	6	0	6
The Avocado Baby--Burningham	1982	5	1	6
Caps for Sale--Slobodkina	1947	6	0	6
Charlotte's Web--White**	1952	5	1	6
May I Bring a Friend?-- De Regniers	1964	5	1	6
The Monkey and the Crocodile--Galdone	1969	6	0	6
Pelican--Wildsmith	1982	6	0	6
Why Mosquitoes Buzz in People's Ears--Aardema	1975	6	0	6
Yeh-Shen: A Cinderella Story from China--Louie+	1982	4	2	6
<u>Group 4</u>				
A Color of His Own--Lionni	1975	5	0	5
Everyone Knows What a Dragon Looks Like--Williams	1976	4	1	5
The Five Chinese Brothers-- Bishop	1938	5	0	5

Table 5 (continued)

Title--Author and/or Illustrator	First	Frequency of Readings Type of School		Overall
		Public	Non-Public	
		Frequency		
Horton Hatches the Egg--Seuss	1940	3	2	5
The Monster and the Tailor-- Galdone+	1982	5	0	5
My Father's Dragon--Gannett	1948	4	1	5
Pinkerton, Behave--Kellogg	1979	5	0	5
Ramona the Pest--Cleary+	1968	5	0	5
The Tailypo--J. Galdone	1977	5	0	5
Who's in Rabbit's House-- Aardema	1977	<u>3</u>	<u>2</u>	<u>5</u>
TOTAL:		249	22	271

* Read at least five times and listed in order of frequency.

** Title also read above grade three and listed in Table 7.

+ Also includes frequencies for titles read above grade three.

The five titles in the second group were given 42 readings (15 percent) of the total. These included a folktale, a fanciful game, and stories about a caterpillar, fish, and a girl and wild horses from the Plains Indians of North America. There were ten titles in the third group, each given six readings for a total of 60 readings (22 percent) of the total. Stories in this group were about family and familiar experiences, a fanciful tale of a spider who saves a pig, folktales from India, Africa, and China, and stories about a mouse, a peddler, and a pelican. Each of the ten titles in group four was given five readings for a total of 50 readings (17 percent) of the total. Two of these tales, a Chinese fairy tale and a nonsense story about an elephant were first published over 40 years ago. Other titles were about dragons, friends, a dog, school, and included a folk tale from Africa, and two ghost stories.

Interesting to note are the first publication dates of the 34 most frequently read books: all titles were written or retold in the 20th century and covered a span of 45 years, 1938-82. Slightly over half (53 percent) of the titles were first published during the eleven-year period, 1972-82; the remaining 47 percent were equally divided between the years 1964-71 and 1938-63. In addition, eight of the most popular titles read to primary grade students were also read to students above grade three.

The 34 most frequently read titles have been categorized by type of literature or genre. Although a few of the titles might reasonably have been placed in several of the categories, each title was classified only once. The genre used were those generally found in Children's Literature textbooks. Realistic fiction titles include stories about animals, family and familiar experiences, holidays, humor and regional stories from the United States and other lands. There were 18 titles in this category, these were given 144 readings or 53 percent of the total readings. Ten traditional stories (folk and fairy tales) were given 78 readings or 29 percent of the total, and six fantasy titles were given 48 readings or 18 percent of the total readings.

The data in this study can be compared with data obtained in an earlier (1968) study of fiction titles public elementary school teachers throughout the United States read to students in grades K-3. Objectives, methods of procedure, treatment of data, and limitations were similar to that of the present study. There were 537 teachers in the sample; 66 separate titles were each read at least ten times, for a total of 1,253 readings. Five titles popular with teachers of grades K-3 in the earlier study are still popular today. These titles were Charlotte's Web, the most frequently read selection of the study, The Biggest Bear, The Five Chinese Brothers, Caps for Sale, and Where the Wild Things Are.

Although the date of first publication of the 66 most popular titles read in the earlier study ranged from classics of the 19th century to a story published in 1965, the dates were proportionately similar to those of the present study: 51 percent of the titles were first published during the 27-year period (1939-65); 26 percent were published during 1920-38, and another 23 percent were traditional, 19th century, and stories published in the early 1900s.

There were slight differences in the genres of those titles most frequently read by the school librarians (34 titles, given 271 readings) and those read by the public school teachers (66 titles, given 1,253 readings). The school librarians read ten percent more traditional stories than the teachers, 29 percent to 19 percent, and the teachers read ten percent more realistic fiction than the school librarians, 63 percent to 53 percent. However, both groups read the same quantity of fantasy, 18 percent of the total readings.⁴

In order to see how popularity correlated with excellence, quality level ratings were assigned to the 34 titles most frequently read to students in grades K-3. Two standard bibliographies, the Elementary School Library Collection (ESLC) and the Children's Catalog (CC), were used to determine quality ratings. Each title listed in the ESLC is given a phase indication (phase 1, 2, or 3), which is the suggested priority for acquisition. The method of quality level determination was the following: "phase 1" items were assigned "four" quality points and were designed as "quality level 4" books; "phase 2" items were assigned "three" quality points, "quality level 3" books; "phase 3" items were assigned "two" quality points, "quality level 2" books. Titles not listed in either of the two bibliographies consulted were designated as "quality level 1" selections.⁵

Table 6 shows quality level ratings. It also shows the number of readings given to each title and includes a notation for each title whose author and/or illustrator was

awarded the Caldecott Medal, Caldecott Honor, or the Newbery Honor award. In a few cases where the author of an award-winning book is not the illustrator, the name of the illustrator is shown in parentheses.

Table 6
The Quality Level of the 34 Most Popular Fiction
Titles School Librarians Read to Students
Grades K-3*

Title--Author and/or Illustrator	First Pub. Date	Quality Level**	Overall Frequency	Special Note ^x
Alexander and the Terrible, Horrible, No Good, Very Bad Day--Viorst	1972	4	6	
Alexander and the Wind-up Mouse--Lionni	1969	4	6	C-Honor
The Biggest Bear--Ward+	1952	4	12	C-Medal
Caps for Sale--Slobodkina	1944	4	6	
Charlotte's Web--White++	1952	4	6	N-Honor
Doctor De Soto--Steig++	1982	4	24	N-Honor
The Funny Little Woman--Mosel (Blair Lent)	1972	4	10	C-Medal
The Girl Who Loved Wild Horses--Goble+	1978	4	7	C-Medal
Horton Hatches the Egg--Seuss	1940	4	5	
Jumanji--Van Allsburg++	1981	4	9	C-Medal
My Father's Dragon--Gannett	1948	4	5	N-Honor
Pinkerton, Behave--Kellogg	1979	4	5	
Strega Nona--de Paola	1975	4	12	C-Honor
Swimmy--Lionni	1963	4	8	C-Honor
Sylvester and the Magic Pebble--Steig	1969	4	14	C-Honor
Tikki Tikki Tembo--Mosel	1967	4	12	
Who's in Rabbit's House--Aardema	1977	4	5	
Where the Wild Things Are--Sendak	1963	4	10	C-Medal

Table 6 (continued)

Title--Author and/or Illustrator	First Pub. Date	Quality Level**	Overall Frequency	Special Note ^x
Why Mosquitoes Buzz in People's Ears--Aardema (Leo and Diane Dillon)	1975	4	6	C-Medal
Yeh-Shen...--Louie+	1982	<u>4</u>	<u>6</u>	
SUBTOTAL:		(20)	(174)	
May I Bring a Friend?--De Regniers (Beni Montresor)	1964	3	6	C-Medal
Miss Nelson Is Missing--Allard	1977	3	15	
The Monkey and the Crocodile-- Galdone	1969	3	6	
Ramona the Pest--Clear+	1968	3	5	
The Tailypo--J. Galdone	1977	3	5	
A Thousand Pails of Water--Roy	1978	<u>3</u>	<u>10</u>	
SUBTOTAL:		(6)	(47)	
A Color of His Own--Lionni	1975	<u>2</u>	<u>5</u>	
SUBTOTAL:		(1)	(5)	
The Avocado Baby--Burningham	1982	<u>1</u>	<u>6</u>	
SUBTOTAL:		(1)	(6)	
Everyone Knows What a Dragon Looks Like--Williams	1976	CC	5	
The Five Chinese Brothers--Bishop	1938	CC	5	
The Gunniwolf--Harper	1967	CC	9	
The Monster and the Tailor-- Galdone	1982	CC	5	
Pelican--Wildsmith	1982	CC	6	
The Very Hungry Caterpillar-- Carle	1970	<u>CC</u>	<u>9</u>	
SUBTOTAL:		<u>(6)</u>	<u>(39)</u>	
TOTAL:		34	271	

(Notes to Table 6 appear on facing page.)

* Read at least five times; listed alphabetically within quality level ratings.

** Quality level ratings were assigned on the basis of the priority titles recommended for purchase in the Elementary School Library Collection (ESLC):

Four points for "phase 1" items (quality level 4);
 Three points for "phase 2" items (quality level 3);
 Two points for "phase 3" items (quality level 2);
 One point (quality level 1) for titles not listed
 in either of the two standard bibliographies
 consulted, the ESLC or the Children's Catalog (CC).
 A title not listed in the ESLC, but listed in the
 CC is given a "CC" notation.

x Caldecott Medal award (C-Medal); Caldecott Honor award (C-Honor);
 Newbery Honor award (N-Honor).

+Also includes frequencies for titles read above grade three.

++Title also read above grade three and listed in Table 7.

It can be seen from Table 6 that 20 titles were assigned the highest quality level rating, a "4." These 20 titles accounted for 174 readings or 64 percent of the total readings. Six titles were given quality level "3" ratings. They were given a total of 47 readings or 17.3 percent of the total. Only one title was assigned a quality level "2" rating. This was A Color of His Own, by Lionni, given five readings or two percent of the total. The Avocado Baby, by Burningham, given six readings (2.2 percent) of the total, was assigned a quality level "1" rating. Six titles, given 39 readings or 14.4 percent of the total, were not assigned quality ratings because they were not listed in the ESLC. However, those titles were listed in the Children's Catalog and, thus, are indicated by a "CC" notation in Table 6. The CC does not "rate" or "rank" recommended titles, but it might be estimated a "CC" rating correlates with a "4," "3," or "2" rating assigned to items listed in the ESLC.

The quality of the most popular readings is also attested to by the fact that 14 of the titles were selected for Caldecott or Newbery awards (Table 6). There were eight

Caldecott Medal awards, three Caldecott Honor awards, and three Newbery Honor awards. These 14 titles were given 135 readings or 50 percent of the total.

It is somewhat difficult to compare the quality of titles read by school librarians and teachers because 14.4 percent of the titles in the present study were assigned a "CC" rating; this rating was not used in the 1968 study. However, keeping in mind that a "CC" rating might be estimated to correlate with a "phase 1," "2," or "3" rating in the ESLC, both groups read about the same number of quality level "4" selections, 64 percent by the respondents and 65 percent by the teachers. There was a slight difference in quality level "3" selections, 19 percent were read by the teachers to 17.3 percent by the respondents. The teachers read more quality level "2" selections than did the respondents, 14 percent to 2 percent, but both groups read about the same number of quality level "1" selections, 2.2 percent by the respondents to 2 percent by the teachers.⁶

Fiction Titles Read: Grades 4-6. Table 7 shows the 14 fiction titles most frequently read to students in grades 4-6, the middle grades. These titles, each given at least five readings, were read a total of 92 times. Five of the most popular titles were given 41 readings or 45 percent of the total readings. Four titles tied for the top two most popular selections. Charlotte's Web, by E. B. White, a fanciful tale of friendship and death, and Island of the Blue Dolphins, by Scott O'Dell, recounts the survival of a young Indian girl on an island off the coast of California, each given nine readings, share honors as the most popular title read in the middle grades. Dear Mr. Henshaw, by Barbara Cleary, tells how a teenage boy deals with divorce, and Jumanji, by Chris Van Allsburg, details how two children find a game under a tree, take it home to play and encounter fantastic experiences, each given eight readings, are the second most popular middle grade selections in this study.

Table 7
The 14 Most Popular Fiction Titles School Librarians
Read to Students
Grades 4-6*

Title--Author	First Pub. Date	Type of School		Overall
		Public	Non-Public	
		Frequency		
Charlotte's Web--White**	1952	9	0	9
Island of the Blue Dolphins-- O'Dell	1960	8	1	9
Dear Mr. Henshaw--Cleary	1983	8	0	8
Jumanji--Van Allsburg**	1981	8	0	8
Call It Courage--Sperry+	1940	5	2	7
Bridge to Terabithia--Paterson	1977	6	0	6
Doctor De Soto--Steig**	1982	5	1	6
Encyclopedia Brown--Sobol+	1963	6	0	6
How to Eat Fried Worms-- Rockwell+	1973	5	1	6
Superfudge--Blume+	1980	5	1	6
A Wrinkle in Time--L'Engle	1962	4	2	6
Bunnicula: A Rabbit Tale of Mystery--D. and J. Howe+	1974	5	0	5
James and the Giant Peach--Dahl+	1961	4	1	5
My Robot Buddy--Sloter+	1975	<u>5</u>	<u>0</u>	<u>5</u>
TOTAL:		83	9	92

* Read at least five times and listed in order of frequency.

** Title also read below grade four (see Table 5).

+ Also includes frequencies of titles read below grade four.

The fifth book, Call It Courage, by Armstrong Sperry, a story of a young Polynesian boy who conquers his fear of the ocean, was given seven readings. Six of the nine remaining titles were each given six readings for a total of 36 readings, or 39 percent of the total. These stories were of friendship and death, a mouse dentist, humor in family and familiar

experiences, and science fiction. Three titles, each given five readings for a total of 15 readings or 16 percent of the total readings were about a rabbit mystery, a gigantic peach, and a robot. Of the 14 selections depicted in Table 7 as being popular in grades 4-6, ten were also read to classes below grade four. There appeared to be no major differences between selections read to students in the public and non-public schools. However, it is notable that the public school respondents read two of the titles with the most recent dates of publication. These were Dear Mr. Henshaw (1983) and Jumanji (1981), each eight readings.

The 14 most popular titles read to students in the middle grades were first published within a span of 44 years: 50 percent, during the ten-year period, 1974-83; 36 percent during 1960-73, and 14 percent, during 1940-59. This selection of 50 percent of the titles read which were first published over a ten-year period compares favorably with 53 percent of the titles read in the primary grades, which were first published during a span of 11 years.

Following procedure used with selections popular in grades K-3, the most frequently read titles in the middle grades have been classified by genre. Ten realistic fiction selections were given 64 readings or 70 percent of the total readings, three fantasy stories were given 22 readings or 24 percent of the total, and one science fiction title was given 6 readings or six percent of the total readings. The emphasis on realism in contemporary fiction for young readers is reflected in the realistic fiction read by respondents. For example, two family and familiar experience stories accounted for 15 percent of the total readings: Bridge to Terabithia (1977) and Dear Mr. Henshaw (1983).

Three of the selections popular with the respondents of this study were also among the titles most frequently read by teachers in two earlier reports. The first of these was an informal survey of 296 teachers in 24 states in the United States conducted in 1967. Among the ten

books most frequently cited as being read aloud to students are three listed in Table 7: Charlotte's Web (White), Call It Courage (Sperry), and Island of the Blue Dolphins (O'Dell).⁷ The second report was part of the earlier mentioned 1968 study by Tom. Public elementary school teachers in the United States were surveyed to ascertain the specific titles of prose, fiction and non-fiction, and titles of poems read to students in grades 4-6. In the 582 member sample, 489 teachers (84 percent) listed 771 fiction titles read to their classes. Twenty-three titles were read at least ten times for a total of 368 readings. Among these most frequently read books were three listed in Table 7: Charlotte's Web (50 readings), by E. B. White, was the single most popular title read to students, the other two books were Island of the Blue Dolphins (13 readings), by Scott O'Dell, and Call It Courage (12 readings), by Armstrong Sperry.⁸

How do the selections of the respondents of this study compare with those read by teachers in the earlier study in relation to literary types and date of first publication? Both groups read the same quantity of selections classified as fantasy, 24 percent. The number of realistic fiction stories read differed somewhat, 70 percent by the school librarians to 63 percent by the teachers; historical fiction (U.S.) stories, which were not among the popular titles of the respondents, were represented by 13 percent of the total readings of the teachers. Science fiction stories, which were not among the popular titles of the teachers, were represented by one title for six percent of the total readings of the respondents.

The most popular selections of the teachers were about three (2.7) times older in first date of publication than the respondents of this study. The 23 titles read by the teachers were first published over a period of 123 years, from Charles Dickens' A Christmas Carol (1843) to Walt Morey's Gentle Ben (1965), a story about a boy in Alaska

who befriends a huge brown bear which had been chained in a shed since he was a cub. Fifty-six percent of the titles were published within a 31-year period (1935-65); 22 percent between 1894-1934), and another 22 percent between 1843-93.⁹ Also of interest is the fact that the 31-year span of slightly over half (56 percent) of the titles of the earlier study may be compared with the ten-year span of the books read in the middle grades by the respondents.

Table 8 presents the quality level ratings of the most frequently read selections in the middle grades. Again, as can be seen, the quality of the selections is high. Ten of the titles assigned quality level "4" ratings were given 70 readings or 76 percent of the total readings; the four titles assigned quality level "3" ratings were read 22 times (24 percent) of the total readings. Five titles designated as quality "4" selections were honored with Newbery medals; two authors received Newbery Honor awards, and one author-illustrator was awarded the Caldecott Medal.

When the quality levels of the 14 popular selections read to students in grades 4-6 are compared with the 66 titles read to students in grades 4-6 by teachers, it was found that the respondents read selections of a slightly higher quality than did the teachers: 76 percent to 73 percent for quality level "4" titles and 24 percent to 18 percent for quality level "3" titles. No quality level "2" ratings were assigned to titles read by the respondents, but the teachers read nine percent of quality level "2" titles.¹⁰

Another measure of quality of fiction read is to consider the Nene Award, which is the state of Hawaii book award sponsored by HASL and the Children's Section of the Hawaii Library Association. This award honors* authors of books "chosen by the children of Hawaii," meeting the two criteria of being fiction and being suitable for grades 4-6. There were six Nene award winners among the titles listed in Table 6: Barbara Cleary for Ramona the Pest (1971), and

Table 8
The Quality Level of the 14 Most Popular Fiction
Titles School Librarians Read to Students
Grades 4-6*

Title-Author	First Pub. Date	Quality Level**	Total Readings	Special Note ^x
Bridge to Terabithia--Paterson	1977	4	6	N-Medal
Bunnicula--D. and J. Howe+	1979	4	5	
Call It Courage--Sperry+	1940	4	7	N-Medal
Charlotte's Web--White++	1952	4	9	N-Honor
Dear Mr. Henshaw--Cleary	1983	4	8	N-Medal
Doctor De Soto--Steig++	1982	4	6	N-Honor
Island of the Blue Dolphins-- O'Dell	1960	4	9	N-Medal
Jumanji--Van Allsburg++	1981	4	8	C-Medal
Superfudge--Blume+	1980	4	6	
A Wrinkle in Time--L'Engle	1962	<u>4</u>	<u>6</u>	N-Medal
SUBTOTAL:			(70)	
Encyclopedia Brown--Sobol+	1963	3	6	
How To Eat Fried Worms--Rockwell+	1973	3	6	
James and the Giant Peach--Dahl+	1961	3	5	
My Robot Buddy--Slote+	1975	<u>3</u>	<u>5</u>	
SUBTOTAL:			<u>(22)</u>	
TOTAL:			92	

* Read at least five times; listed alphabetically within quality level ratings.

** Quality level ratings were assigned on the basis of the priority titles recommended for purchase in the Elementary School Library Collection (ESLC): Four points for "phase 1" items (quality level 4); Three points for "phase 2" items (quality level 3); Two points for "phase 3" items (quality level 2); One point (quality level 1) for titles not listed in either of the two standard bibliographies consulted, the ESLC or the Children's Catalog (CC). A title not listed in the ESLC, but listed in the CC is given a "CC" notation.

^x Caldecott Medal award (C-Medal); Newbery Medal award (N-Medal); Newbery Honor award (N-Honor).

+ Also includes the frequencies for titles read to students below grade four.

++ Title also read below grade four and listed in Table 5.

Table 8: Scott O'Dell for Island of the Blue Dolphins (1964), Thomas Rockwell for How To Eat Fried Worms (1976), Alfred Slote for My Robot Buddy (1981), Judy Blume for Superfudge (1982), and Deborah and James Howe for Bunnicula (1983).

Nonfiction Titles Read: Grades K-6. The two most frequently read nonfiction or information titles were The Giving Tree, by Shel Silverstein and Sadako and the Thousand Paper Cranes, by Eleanor Coerr (four percent of all prose read). The Giving Tree, first published in 1964, is about trees, kindness and sharing. It was given 11 readings and was read in each of the elementary grades (K-6). Read in both public and non-public schools, it was assigned a quality level of "3."

Sadako and the Thousand Paper Cranes is a fictionalized children's biography. It is based on thorough research, and uses the narrative rather than the analytical approach to relate the life of Sadako Sasaki, a young girl who died at the age of 12 from leukemia. She was a child of two when the atomic bomb was dropped on Hiroshima, Japan. This title, first published in 1977, was read five times by public school respondents to students in grades 3-6, and it was listed in the Children's Catalog.

Poetry Read: Grades K-6. In the entire sample, 366 separate poems were represented and these were given a total of 577 readings. Of these readings, 353 poems were read from one to four times, for a total of 451 readings. Thirteen, read at least five times, were given 126 readings.

The 13 most popular poems are listed in order of frequency of reading, and are categorized by grade level, type of school, public and non-public, and first date of publication in Table 9. As can be seen, the most popular poem was "Where the Sidewalk Ends," a humorous-nonsense poem. It was read 20 times.

Table 9
The 13 Most Popular Poems School Librarians
Read to Students*

Title--Poet	First Pub. Date	Frequency of Readings Type of School		
		Public	Non-Public	
		Frequency		Overall
<u>Grades K-6</u>				
#Where the Sidewalk Ends-- Silverstein	1974	19	1	20
#A Light in the Attic-- Silverstein	1981	15	1	16
Shadow--Cendrars (Trans. & illus. by M. Brown)	1982	10	0	10
<u>Grades K-3</u>				
^x A Visit from St. Nicholas-- Moore	1823	13	5	18
I Know a Lady Who Swallowed a Fly--Several editions	. . .	12	0	12
^x Casey at the Bat--Thayer	1888	7	2	9
^x My Shadow--Stevenson	1885	9	0	9
^x The Owl and the Pussy Cat-- Lear	1871	5	0	5
Mice--Fyleman	1931	4	1	5
<u>Grades 4-6</u>				
^z Paul Revere's Ride--Longfellow	1861	5	2	7
^z Little Orphant Annie--Riley	1885	3	2	5
The Ghoul--Prelutsky	1976	5	0	5
^z The Vampire--Prelutsky	1976	<u>5</u>	<u>0</u>	<u>5</u>
TOTAL:		112	14	126

* Read at least five times and listed in order of frequency by grade level.

Anthology listed at least 15 times; it is assumed that the title poem was read.

^x Also includes the frequencies for titles read above grade three.

^z Also includes the frequencies for titles read below grade four.

The five most frequently read poems accounted for 76 readings or 60 percent of the total. These included "Where the Sidewalk Ends" and "A Light in the Attic" (16 readings), both poems by Shel Silverstein, "A Visit from St. Nicholas" (18 readings), by Clement Moore, "I Know a Lady Who Swallowed a Fly" (12 readings), a traditional poem, and "Shadow" (10 readings), translated and illustrated by Marcia Brown from the French of Blaise Cendrars. The eight remaining popular poems were given 50 readings, or 40 percent of the total.

Seven of the 13 most frequently read poems were first published in the 19th century. Moore's poem was first published in 1823, Longfellow's in 1861, Lear's in 1871, Stevenson's and Riley's poems in 1885, and Thayer's in 1888. There is little difference in the total number of readings between the 19th century poems (65 readings or 52 percent) and the contemporary poems (61 readings or 48 percent). The table does not show significant differences in reading practices of the public and non-public school respondents. However, the public school librarians, while also reading "old favorites," read slightly more contemporary poems than did the non-public school respondents.

Again, the selection of traditional poems by the respondents reflects practices found in two earlier surveys. The first survey was of 537 public school teachers who read poetry to students in Grades K-3. Twenty of the 57 most frequently read poems (those read at least 10 times) were first published in the 1800's and five of these poems are listed in Table 9. These poems were: "A Visit from St. Nicholas" (142 readings), "My Shadow" (85 readings), "The Owl and the Pussy-Cat" (31 readings), "Little Orphant Annie" (25 readings), and "Mice" (16 readings).¹² The second survey was of selections which 582 public school teachers read to students in grades 4-6. Of the 41 poems, each read at least ten times, 26 were first published in the 19th century. Six of these are listed in Table 9: "Paul Revere's Ride" (82 readings), "A Visit from St. Nicholas"

(42 readings), "Casey at the Bat" and "Little Orphant Annie" (each with 35 readings), "The Owl and the Pussy-Cat" (19 readings), and "My Shadow" (18 readings).¹³ When the 13 most frequently read poems were categorized by subject content, five poems fell into the humorous-nonsense category and were given 62 readings (49 percent of the total). The two poems by Shel Silverstein ("Where the Sidewalk Ends" and "A Light in the Attic") received a total of 36 readings; two "older" poems were by Thayer and Lear; "I Know a Lady Who Swallowed a Fly," is a traditional poem.

Three of the poems were holiday poems (28 readings, 22 percent). Moore's holiday poem, "A Visit from St. Nicholas," was the most popular poem read by teachers to students in grades K-3. It is interesting to note that the 1968 study produced the same finding: this poem was read 142 times by the 537 teachers who read holiday poems to their students and accounted for 10 percent of the total readings in the study.¹⁴ Jack Prelutsky's two "monster poems" (5 readings each) may be considered "Halloween" poems. The fact that the readings in this study were limited to the first four or five months of a given school year undoubtedly lead to a bias favoring holidays between Halloween and Christmas.

Two poems in the category of family, friends, and familiar experiences were given 14 readings (11 percent). These were poems by Riley and Stevenson. "Paul Revere's Ride" was the only historical event poem (seven readings, six percent). This was also the most popular poem in the earlier study of poetry teachers read to students in grades 4-6. Approximately one-third (82) of the teachers in the earlier study who read poems in the category historical events read this narrative poem to their students.¹⁵ "Mice," by Fyleman was the only animal-nature poem (5 readings, 4 percent).

It is encouraging that the prose poem, "Shadow," the only listing in the category of African heritage was given

ten readings and was read in all of the elementary grades (see Table 9). Brown also illustrated the book, Shadow, for which she received the Caldecott Medal in 1983. By translating and illustrating the French poet Blaise Cendrars' poem, "La Feticheuse," "The Sorcerer," which she called "Shadow," Marcia Brown introduces listeners/readers and viewers to one aspect of the rich African heritage.

When the content of poems read are compared to those read by teachers, respondents read more than three times the number of humorous-nonsense poems (49 percent) than did the teachers surveyed in 1968 (15 percent), and more holiday poems (22 percent) than the teachers (14 percent, grades K-3; seven percent, grades 4-6). On the other hand, teachers read over six times the number of nature poems (30 percent, grades K-3; 27 percent grades 4-6) than the respondents (4 percent). One wonders whether regional differences in natural features, weather and season, and the existence of more poems on these subjects have more bearing on the selection of nature poems with teachers on the mainland of the United States than with the respondents in Hawaii. Other content categories of poems popular with teachers appear to be curriculum related: family, friends, and familiar experiences, 27.5 percent in grades K-3 to 14 percent in grades 4-6, and people, places, and historical events, 24 percent in grades 4-6 to 6 percent in grades K-3.¹⁶

Attitudes Toward Reading Aloud. The attitudes of educators, i.e. school librarians and teachers, toward literature programs affect the practice of reading aloud and, in particular, the topics which are discussed in reading aloud sessions. Participants were asked to check items from two lists which gave reasons for reading and not reading. The results are presented in Tables 10 and 11. In order to identify discussion topics used in reading aloud sessions,

respondents were asked to check items from a list of topics. Results are presented in Table 12.

Table 10
Reasons School Librarians Give
for Reading to Students
Grades K-6

Reasons	Response by Type of School		
	Public (N=81)	Non-Public (N=14)	Mean
	%	%	%
Develop children's appreciation for types of literature	77.8	85.7	81.8
For the enjoyment of children	75.3	71.4	73.4
Extend children's experiences	65.4	57.1	61.3
Interest children in reading particular books	34.6	57.1	45.9
Develop children's reading habits	40.7	21.4	31.1
Enrich the social studies curriculum	1.2	7.1	4.2
Enrich the science curriculum	0	0	0
Other	3.7	7.1	5.4

Table 10 presents reasons the respondents checked for reading to students. The most important of the top three reasons was to develop children's appreciation of types of literature. The other two reasons were for the enjoyment of children and to extend children's experiences. Two other reasons which underscore the value of reading to students were also important to the participants: to interest children in reading particular books and to develop children's reading habits.

One respondent expressed her enthusiasm for reading to students in this way: "The professional activity that I enjoy most is reading aloud to students. This is the best way to reach all students, bookworms and non-readers alike. The person who reads to students is the conduit to spark their imaginations."

Several participants mentioned the need to serve as role models of English for students learning English as a second language. One respondent expressed her concern for the language development of bilingual students in this manner: "Our children here are lacking in (English) language experiences, and I feel I am helping to strengthen their language experiences through story telling/reading aloud sessions."

When the reasons given by the respondents in Table 10 were compared with those given by teachers (for students in grades 4-6) in the earlier study by Tom, the first six reasons were ranked in the same order. However, there was a slight difference with the reason "to enrich the science curriculum." While 2.8 percent of the teachers in the earlier study checked this reason, none of the participants in the present study checked this item.¹⁷ This may be related to reasons participants gave for not reading to students, detailed in Table 11.

As can be seen in Table 11, the three most important reasons checked by the respondents for educators not reading to students were: (1) educators do not have enough time; (2) educators are unaware of the value of reading aloud to students, and (3) educators need to know more about children's books. The reason, "other subjects are more important," may be regarded as being closely related to the top three reasons the respondents checked. None of the respondents checked the reason, "difficult to obtain materials." This seems to speak well for the school library and public library systems in Hawaii. Other reasons given for

Table 11
Reasons School Librarians Give
for Not Reading to Students
Grades K-6

Reasons	Response by Type of School		
	Public (N=81)	Non-Public (N=14)	Mean
	%	%	%
Educators do not have enough time	75.3	57.1	66.2
Educators are unaware of the value of reading aloud to students	64.2	50.0	57.1
Educators need to know more about children's books	54.3	42.9	48.6
Other subjects are more important	39.5	57.1	48.3
Children can read for themselves	24.7	28.6	26.7
Educators need to know more about poetry	24.7	14.3	19.5
Children get enough stories and poems in basic readers	8.6	14.3	11.5
Difficult to obtain materials	0	0	0
Other	3.7	14.3	9.0

not reading to students included: books suitable for grades 4-6 are often longer and cannot be read in one session, and no experience in reading to students.

This comment by a respondent appears to echo the concern a number of the participants had for the most important reason for not reading to students: "Sharing books with children is the most enjoyable part of my work. However, in the past 5-10 years with the emphasis on study/research skills in grades 4-6, I am finding it increasingly difficult

to devote the time I would like to spend in this area." On the other hand, another participant noted: "Teachers must find time to read to students--there really is no 'free time.'" This person also stated that it is important that children "hear" the language of good books and that educators should read and discuss "classics" which are beyond the reading level and understanding of students. A third respondent's comment may be a reaction to the situation in her school: "Traditionally in this school, the librarian is not given the opportunity to read to the students in the upper grades."

When the rankings of the respondents in Table 11 are compared with those checked by the teachers in the 1968 study, teachers who read to children in the middle grades checked the item, "educators do not have enough time," as the first of the three most important reasons for not reading to students. The reason, "other subjects are more important," was ranked ahead of "educators need to know more about children's books." (The reason, "educators are unaware of the value of reading aloud to students," was not included in the earlier study.) While none of the respondents checked the item, "difficult to obtain materials," 13 percent of the teachers checked it.¹⁸

Table 12 shows the rank order of discussion topics the respondents used in reading aloud sessions. The topic, "characters," was selected as the first of the three most often used topics for discussion. It was followed by the topics, "illustrations," and "plot and theme." The topic, "use of language and style," follows closely "plot and theme," as a popular discussion topic. Other topics discussed included: type of literature and characteristics of genre, information about the author, student life experiences in relation to stories read, and comparison of the values held by the children with those of other cultures.

In comparing the order of discussion topics of the participants with those of teachers in the earlier study,

Table 12
Discussion Topics School Librarians Use
for Reading Aloud Sessions
Grades K-6

Topics	Response by Type of School		
	Public (N=81)	Non-Public (N=14)	Mean
	%	%	%
Characters	56.8	35.7	46.3
Illustrations	42.0	42.9	42.5
Plot and Theme	61.7	21.4	41.6
Use of language and style	39.5	42.9	41.2
Comparison with other books	42.0	21.4	31.7
Alternative endings or solutions	28.4	14.3	21.4
Other	8.6	21.4	15.0

both the respondents and the teachers who read to students in grades 4-6 selected the topic, "characters," as their first choice of discussion topics. The order of the other topics was slightly different. The teachers checked "plot and theme," "use of language and style," "illustrations," "comparison with other books," and "other topics." The difference in the rank order of "illustrations" as a discussion topic between the groups is probably due to the grade levels involved, grades K-6 for the participants, and grades 4-6 for the teachers.¹⁹

Other responses toward reading aloud to students gave evidence of a trend in partners in reading aloud. For example, comments from respondents indicated that a few of the school librarians in Hawaii are: (1) working with administrators and teachers in developing school-wide programs which use literature introduced by the respondents as reading aloud selections or books recommended to teachers

to read aloud to students, (2) holding inservice sessions on reading aloud techniques, and (3) planning school-wide reading aloud programs. These activities augur well for the development of reading aloud programs which have the support of the school community, family members, and community agency personnel, important partners in reading aloud to students.

A good summary of the joys of reading to and discussing books with children came from a respondent who wrote: "The pressures of teaching and learning which are set aside for an interval of time helps to create a feeling of belonging together through the sharing of mutual feelings as we respond to whatever is being read."

Findings and Conclusions

The data presented in this report support these general findings and conclusions concerning fiction and poetry members of a state school library organization read to students in grades K-6, and of the attitudes of the readers toward reading aloud to students:

Fiction Read.

1. The most popular title read to students in grades K-3 was Doctor De Soto, by William Steig, first published in 1982. Two books share the honor of being the most frequently read title in grades 4-6, Charlotte's Web, by E. B. White, first published in 1952, and Island of the Blue Dolphins, by Scott O'Dell, first published in 1960. In an earlier study conducted by Tom in 1968, Charlotte's Web was the most popular book read to students in grades K-6. A few other titles popular today were included in the earlier study.

2. Half of the titles read to students in grades K-6 were of recent imprint (10-11 years). This compares with the books read in the earlier study.

3. Two types of literature popular with the school librarians were: realistic fiction, 53 percent for grades K-3, and 70 percent for grades 4-6; fantasy, about 20 percent

for grades K-3, and about 25 percent for grades 4-6. Similar figures were found in the earlier study.

4. Overall, the quality level of the readings was high: 64 percent of the grades K-3 readings and 76 percent of the grades 4-6 readings were assigned the highest quality points. Again, this finding is similar to that in the earlier study.

Poetry Read.

1. The poem most frequently read to students in all of the grades, K-6, was "Where the Sidewalk Ends," by Shel Silverstein, first published in 1974. When classified by grade levels, the poem most frequently read to students in grades K-3 was "A Visit from St. Nicholas," by Clement Moore, first published in 1823. "Paul Revere's Ride," by Henry Wadsworth Longfellow, first published in 1861, was the poem most often read to students in grades 4-6. Both of the 19th century poems were also the most popular poems read to students in the earlier study.

2. Poems read by the school librarians to students were about equally divided between 19th century poems and contemporary poems. The poems read in the earlier study were predominately 19th century poems.

3. When categorized by subject content, the most frequently read poems to students in the elementary grades were in the categories of humorous-nonense and holiday poems; these poems accounted for 71 percent of the total readings. There were some differences concerning the subject content of poems read in the earlier study.

Attitudes Toward Reading Aloud.

1. The top reason selected by the school librarians for reading to students was to develop children's appreciation for types of literature.

2. The first reason for not reading to students was, "educators do not have enough time."

3. "Characters" was the discussion topic most often used during reading aloud sessions. Once again, reasons and topics were similar in the earlier study.

REFERENCES

1. The author acknowledges the cooperation of the Board of Directors and Members of HASL during the 1983-84 school year, and the assistance of the Faculty and Staff of the University of Denver Graduate School of Librarianship and Information Management, Denver, Colorado, U.S.A.
2. The term "school librarian" as used in this report is a shortened form of "school librarian/school library media specialist."
3. See Appendices A and B for a copy of the questionnaire and cover letter sent to possible participants.
4. Chow Loy Tom, "Prose Teachers Read to Pupils in Grades K-3: 1968," Denver, Colorado, 1976, Tables 28, 29. (Draft.)
5. The Children's Catalog, 14th edition and 1982-84 supplements (New York: The H. W. Wilson Co., 1981; 1982-84); The Elementary School Library Collection: A Guide to Books and Other Media, Phases 1-2-3, 13th edition (Newark, New Jersey: The Bro-Dart Foundation, 1982) and 14th edition (Williamsport, Pennsylvania: Bro-Dart Co., 1984).
6. Tom, "Prose Teachers Read."
7. Paul S. Anderson, "What Books Do Teachers Read to Children in the Intermediate Grades?" January, 1968, p. 1. (Information from ditto copy provided by author.)
8. Chow Loy Tom, "What Teachers Read to Pupils in the Middle Grades" (Ph.D. dissertation, Ohio State University, 1969), pp. 83, 110.
9. Ibid., pp. 110-11, 115-18.
10. Ibid., p. 111.
11. Nene Award Book Mark (Honolulu, Hawaii: State Department of Education, Office of Instructional Services [1984]).
12. Chow Loy Tom, "Poems Teachers Read to Pupils in Grades K-3: 1968," Denver, Colorado, 1980, pp. 8, 27-30. (Typewritten.)
13. Chow Loy Tom, "Paul Revere Rides Ahead: Poems Teachers Read to Pupils in the Middle Grades," Library Quarterly, 43 (January, 1973): 32-35.
14. Tom, "Poems Teachers Read," pp. 32-35.
15. Tom, "Paul Revere," p. 32.
16. Tom, "Poems Teachers Read," p. 31.
17. Tom, "What Teachers Read," p. 162.
18. Ibid., p. 166.
19. Ibid., p. 179.

APPENDIX A

PROSE AND POETRY SCHOOL LIBRARIANS READ TO STUDENTS
Kindergarten through Grade Six**Instructions:**

1. Please answer the questions which apply to you and to your situation in school.
2. Kindly return this questionnaire in the enclosed envelope before MARCH 21, 1984.

Identification (We are asking for your name so that we can record the fact that you have returned the questionnaire. Your name and that of your school will not be associated with this study in any way.)

Your Name: _____ Sex: ___ F ___ M
(please print)

School: _____ Type: ___ Public ___ Non-public

1983-84 Enrollment: K-6 _____ Date: _____

WHOLE BOOKS AND POEMS LIBRARIANS READ TO STUDENTS

Note: If your schedule permits time for you to read aloud to students, please answer questions in this section on the basis of what you read; if it does not, please answer questions on the basis of what you recommend that teachers read to their students.

Please check below the basis on which you are answering questions in this section.

Check one: ___ Books and poems I read to students, or
___ Books and poems I recommend that teachers read to their students

1. Please list the titles of up to three whole books (any length) you especially enjoyed reading or recommending for the period from September, 1983, through January, 1984. Please do this for as many grades as you can.

GRADE	TITLES OF WHOLE BOOKS READ OR RECOMMENDED	(AUTHOR)
K	a. _____	_____
	b. _____	_____
	c. _____	_____
1	a. _____	_____
	b. _____	_____
	c. _____	_____
2	a. _____	_____
	b. _____	_____
	c. _____	_____
3	a. _____	_____
	b. _____	_____
	c. _____	_____

<u>GRADE</u>	<u>TITLES OF WHOLE BOOKS READ OR RECOMMENDED</u>	<u>(AUTHOR)</u>
4	a. _____	_____
	b. _____	_____
	c. _____	_____
5	a. _____	_____
	b. _____	_____
	c. _____	_____
6	a. _____	_____
	b. _____	_____
	c. _____	_____

2. Please list the titles or first lines of up to three poems you especially enjoyed reading or recommending for the period from September, 1983, through January, 1984. Please do this for as many grades as you can.

<u>GRADE</u>	<u>TITLES OR FIRST LINES OF POEMS READ OR RECOMMENDED</u>	<u>(AUTHOR)</u>
K	a. _____	_____
	b. _____	_____
	c. _____	_____
1	a. _____	_____
	b. _____	_____
	c. _____	_____
2	a. _____	_____
	b. _____	_____
	c. _____	_____
3	a. _____	_____
	b. _____	_____
	c. _____	_____

Page 3

GRADE	TITLES OR FIRST LINES OF POEMS READ OR RECOMMENDED	(AUTHOR)
4	a. _____	_____
	b. _____	_____
	c. _____	_____
5	a. _____	_____
	b. _____	_____
	c. _____	_____
6	a. _____	_____
	b. _____	_____
	c. _____	_____

RELATED ACTIVITIES

3. What do you think are the three most important reasons why school librarians and teachers read to their students?

- | | |
|---|--|
| _____ a. For enjoyment of children | _____ f. To enrich the science curriculum |
| _____ b. To extend children's experiences | _____ g. To enrich the social studies curriculum |
| _____ c. To develop children's reading habits | _____ h. Other (please specify) |
| _____ d. To interest children in reading particular books | _____ |
| _____ e. To develop appreciation for various types of literature (fantasy, poetry, realistic fiction) | _____ |

4. What do you think are the three most important reasons why some school librarians and teachers do not read to their students?

- | | |
|---|--|
| _____ a. Children read for themselves | _____ f. Educators do not have enough time |
| _____ b. Children get enough stories and poems in basic readers | _____ g. Educators are unaware of the value of reading aloud to students |
| _____ c. Other subjects are more important | _____ h. Difficult to obtain materials |
| _____ d. Educators need to know more about children's books | _____ i. Other (please specify) |
| _____ e. Educators need to know more about poetry | _____ |

5. Do you discuss with your students what you read aloud to them?

_____ a. Yes _____ b. No _____ c. Not Applicable

If yes, which three of the following points do you discuss most often during or after reading a book to your students?

_____ a. Characters	_____ e. Style
_____ b. Use of language	_____ f. Alternative endings or solutions
_____ c. Illustrations	_____ g. Comparison with other books
_____ d. Plot and theme	_____ h. Other (please specify)

6. Please indicate the total number of years you have been a school librarian (count current school year as one year).

_____ a. One year	_____ c. 4-9 years	_____ e. 21 or more years
_____ b. 2-3 years	_____ d. 10-20 years	

7. Please indicate the total number of years you have been a full time classroom teacher in the elementary school (count current school year as one year).

_____ a. One year	_____ c. 4-9 years	_____ e. none
_____ b. 2-3 years	_____ d. 10 or more years	

THANK YOU for completing the questionnaire. We would appreciate any additional comments you wish to make about reading aloud to students in grades K through six. Please use the back of this page if necessary.

Please use the enclosed self-addressed envelope to return the completed questionnaire before MARCH 21, 1984

Mahalo nui

APPENDIX B



UNIVERSITY OF DENVER

An Independent University

University Park, Denver, Colorado 80208

Graduate School of Librarianship and Information Management

March 6, 1984

RE: Prose and Poetry School Librarians Read to Students

Those of us who read books and poetry aloud to children often wonder what other school librarians or school library specialists are reading and why some educators seldom read to their students.

You are one of those who have been selected to represent members of the Hawaii Association of School Librarians (HASL) in a study to identify the titles of books and poems school librarians read to their students in kindergarten through grade six. This study has the endorsement of the Board of Directors of HASL. I have been a member of HASL since 1960 and will conduct the study. Highlights of this study will be incorporated in a paper on read-aloud practices which I have been invited to present at the International Association of School Librarianship Conference in Honolulu in July, 1984. No names, either of participating librarians or of their schools, will be associated with any report of this study.

I hope you will be able to give me about 20 minutes of your time this week to tell me what you read and/or recommend that teachers read to their students or use in their literature programs. What we learn from you will be valuable in revising courses in the Language Arts, Children's Literature, and Librarianship. It is only by hearing directly from librarians, such as you, that we can better prepare others for the important work you are doing in our profession.

Mahalo nui for your interest and cooperation.

Endorsed by:

Myrna K. Nishihara
Myrna K. Nishihara
President, HASL

Kay Nagaishi
Kay Nagaishi
President-Elect, HASL

Enclosures

CLT:jk

Sincerely yours,

Chow Loy Tom
Chow Loy Tom
Professor Emerita



COOPERATIVELY PLANNED AND TEAM TAUGHT
PROGRAMS IN THE PRIMARY GRADES

Joan Harper

Libraries or resource centres as we call them to-day are simply banks of man's accumulated knowledge. Libraries whether they be massive computer banks or a small room back of the church hall are simply a store of information. Such stores have always been the basis from which new knowledge has sprung. Scholars have always studied the work of those before them and moved forward from it.

In the ancient world the library at Alexandria was without equal. Founded by the Ptolemy Dynasty in 250 B.C. it flourished throughout the Roman period. At its height it was believed to have over 1 million scrolls. Scholars who used this resource had even developed a forerunner of the steam engine. If this library had not been destroyed it is estimated that the world's knowledge to-day would be 2,000 years ahead of what it presently is.

The concept of stores of information is timeless and will project into the future in the form of massive computerized banks. There are two essential reasons why new information must be organized and stored.

1. First, so it will not be lost. Consider what has been lost to man for lack of records.
 - a. We know the Egyptians were advanced mathematicians but we can only make educated guesses as to how they built the pyramids.
 - b. We cannot duplicate the concrete used in Roman roads. We only know they are harder than any we produce to-day. They have lasted in good repair for century upon century and dynamite must be used to remove them.

2. Secondly, we must record knowledge so the wheel will not be invented over and over again. It is an ingrained characteristic of human beings to want to move to new horizons.

The purpose of resource centres in schools to-day is to teach students access to information and how to use information once it is obtained. "FIND, COMPILE, ORGANIZE, SYNTHESIZE, USE: mastering this process enables one to use man's accumulated knowledge and build on it." Memorization of facts is outdated because knowledge is increasing at such a tremendous rate. Since Sputnik went up in 1957 the astounding information explosion of this century has been accelerating. Man's accumulated bank of knowledge has doubled since that event and it is estimated it will double again in the next 15 years.

Even historical subjects have not been exempt. Consider this fact: "MORE HAS BEEN LEARNED ABOUT ANCIENT GREECE IN THE LAST 20 YEARS THAN EVERYTHING THAT WAS KNOWN UP TO THAT TIME." Knowledge has been increasing so fast that for a child born to-day (if the present rate of increase is maintained) it will have increased four times by the time he or she enters college and thirty-two times by the time he or she reaches age 50. We can no longer teach children facts that will stand them in good stead throughout life.

The business community is implicitly aware of these changes. The technological revolution is upon it and it is entering all phases of its life. This statement from the Royal Bank Monthly Letter sums up their attitude neatly.

Learning never ends. . . . Life is not simple. The number of things we modern people would have to know in order really to understand what goes on around us has increased more rapidly than the number of things we do know.

[Royal Bank of Canada, Monthly Letter
Vol. 58, No. 11, November 1977]

This has tremendous implications for the way in which education must prepare students to face the world. Clearly we must teach children to find out, to update and to use knowledge.

Teaching styles have changed to meet the demands of the information explosion. No longer does the teacher stand in front of the class as the sole purveyor of knowledge. Rather he or she is a manager of personalized learning programs. Students learn to acquire and use information. Present day education should increasingly reflect this change to meet the demands of the modern world. Teaching the "locating and using of information" must become a prime basic in the learning process.

I believe there should be specific well-planned assignments incorporated into units of study co-operatively planned between the classroom teacher and the teacher-librarian. These assignments should teach research skills that will help pupils deal with the huge amounts of information that will be available to them. It is the process of finding and using information through units co-operatively planned and taught that is the aim of a resource centre program.

The scope and sequence of skills used in this process needs to be planned as carefully as any other area of the curriculum. The sequence should be decided on and consented to by the entire staff. It is important to decide on a sequence that suits your pupils in your school and your teaching methods.

The resource centre is an extension of the classroom. The skills decided upon in the school-based scope and sequence of research skills must be incorporated into units taught in the classroom. This of course necessitates careful planning between classroom teacher and teacher-librarian. Topics must be carefully selected, resource materials minutely examined, assignments thoroughly prepared and means of assessment decided upon. Admittedly it takes time but it

pays great dividends once the program is in place. It reduces class size and gives the classroom teacher a teaching assistant which eases classroom management responsibilities.

Units taught using library resource materials give great flexibility in both the subject matter covered and the level of difficulty. Top pupils can do a much more difficult task than average pupils. Gifted pupils or, conversely, slow pupils can do individual assignments geared to their ability. The classroom teacher knows individual pupils and can plan with the librarian for their needs.

At the primary level, as most of us are aware, resource materials are limited, both in number and content. Junior dictionaries and encyclopedias do not cover the meaning of every word or subject. Reading material may not be available at the primary level on all themes. Therefore, assignments must be prepared from specific sources or special materials prepared to ensure assignments can be completed.

Units taught in the primary grades will incorporate skills in all the following categories:

1. Orientation
2. Alphabetizing
3. Dictionary Skills
4. Encyclopedia Skills
5. Research Strategies
6. Individualized Reading

Once a scope and sequence of research and study skills has been developed by a school's teaching staff, it is the teacher-librarian's role to implement it. The teacher-librarian must show leadership and take responsibility in the cooperative planning process. Our main concerns must be curriculum development and utilization of library resources to support the curriculum. Research studies in school librarianship show that teachers are not aware of the resource center in the instructional program. Generally,

they are not trained in the effective use of media and do not provide opportunities for their students to learn through resource based materials. Research also shows that making use of a wide range of reference materials to individualize instruction creates a better learning environment. This means that it should be the major responsibility of the teacher-librarian to plan and initiate programs with teachers. I believe that even at the earliest primary levels pupils should begin this process and that it will stand them in good stead throughout their lives.

MEDIA SERVICES AND THE USE OF MEDIA IN SCHOOLS,
BASED ON PARTNERSHIP IN EDUCATION AS
PRACTISED IN THE PROVINCE
TRANSVAAL, R.S.A.

J. C. Pretorius

1. Introduction

As representative of the Transvaal School Media Association whose members are, with a few exceptions, all employees of the Transvaal Education Department, I propose to give a brief résumé of how we try to overcome the problem of partnership in education in our Department. Admittedly we have not yet found all the answers to what appears to be a universal problem in the educational environment but we are steadily making progress.

1.1 School Media Centres

Allow me to give the following background. In 1979 the Transvaal Education Department, one of several Education Departments in the R.S.A., decided that all school libraries should become media centres. This meant that apart from books and other printed material, other audio-visual educational media (hardware and software) had to be collected and organised as sources of information.

1.2 Accommodation

A standard school plan, for schools with more than 200 pupils, does provide for an equipped media centre. Older schools lacking a standard media centre are allowed to alter existing accommodation for this purpose.

1.3 Staffing the media centre

A teacher-librarian is appointed to take charge of the media centre with a media teacher on a part-time basis, to

assist with the organisation and use of hardware. Depending on the size of the school more members of staff may be involved in the media centres.

All teacher-librarians in Transvaal schools are qualified teachers, but only a very small percentage have had any training in librarianship. Problems arising from this situation are to a large extent overcome by in-service training.

1.4 Transvaal Education Media Service

Orientation and Regional courses and centralized services are provided by the Education Media Service, an ancillary service of the T.E.D. These services cover selection, cataloguing, rebinding, central provision of media and guidance services. Senior advisers also visit schools to give guidance on all aspects of administration and the use of media for teaching and learning in general.

2. Provision of Media Services to Schools

2.1 Policy

Partnership in education in the T.E.D. schools is found in the policy laid down by the Department and which includes the following.

- every school must establish a media centre and integrate its use purposefully with the educational programme
- the use of media in teaching and the effective functioning of the media centre is planned by a Media Committee
- a teacher-librarian is to give guidance in the use of media to every class in the Senior Primary and Junior Secondary school phases (\pm 8 to 15 years of age) and is also responsible for the administration of the media centre

- a media-teacher to give guidance in the educational use of audio-visual media and production of software

2.2 Aims and Objectives

The general aims and objectives, as set out in the Departmental policy, make co-operation between teachers and teacher-librarians imperative.

<u>From</u>	<u>To</u>
General Aims	Specific Objectives
<ul style="list-style-type: none"> • to provide dynamic and efficient media services which support and enrich the curriculum with a variety of media for teaching and learning • to promote personal and intellectual development of every pupil to its full potential by providing guidance in the use of media • to equip pupils with the skills demanded and the motivation for productive and meaningful use of media in school, at home and later in adult life 	<ul style="list-style-type: none"> • to build and organise a collection of educational media in the media centre so as to provide efficient media services to teachers and pupils • to motivate teachers in the use of media so that they will explore the potential of various kinds deliberately and integrate the use of media with the educational programme • to enable pupils to master the skills for productive use of a variety of media through regular use and handling

3. Planning for Implementation of Departmental Policy

The principal of the school as the professional leader has a key role to fulfil in the implementation of the Departmental policy. He determines the school policy within the context of the Departmental policy as expressed in Departmental manuals and circulars, curricula for the different subjects, etc. The school policy makes provision for the various facets of education in the school including the media policy. The principal carries out his duties through and with the assistance of the staff. He also

regulates inter-relationships of staff by delegating authority, responsibility and accountability to, for example, departmental heads. He also provides communication, at vertical or horizontal level, by co-ordinating action, by appointing staff committees so that the team involved, be directed towards the objectives.

Obviously the control over the media centre and the planning for effective use of media should be delegated to a Media Committee.

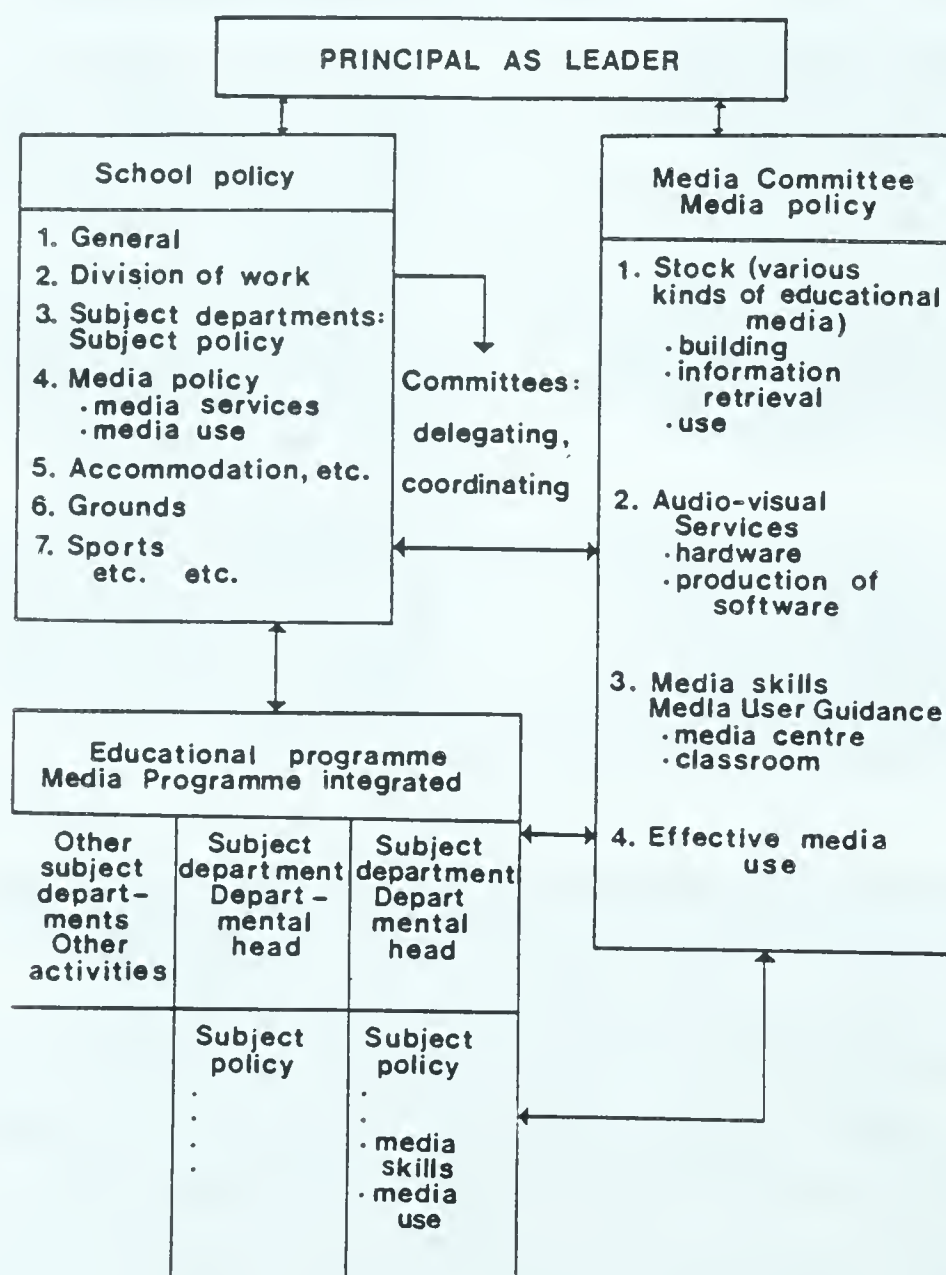


Figure 1

4. The Media Committee

4.1 Composition

The Departmental policy not only demands that all schools should establish Media Committees but also provides guidelines as to their structure and functions.

The principal as professional leader is to be chairman of the Committee. Other members are the deputy-principal, heads of departments and representatives of specific subjects and school phases, the teacher-librarian and media-teacher, etc. depending on the size of the school.

4.2 Functions of the Media Committee

- formulating and planning the implementation of the school media policy and drawing up a media programme as integral part of the educational programme of the school
- involving staff and detailing specific responsibilities
- planning adequate accommodation
- planning the acquisition of a balanced stock
- planning timetables for systematic guidance to media users
- promoting the use of available media for teaching and learning, writing guidelines for assignments
- general planning for the functioning of the media centre and provision of media services: e.g., circulation, information retrieval, literature searches, block loans and guidance in the use of audiovisual hardware and the production of software
- arranging for regular feedback to the Media Committee and staff during staff meetings, evaluation of progress and adaptation of policy and programmes to cater for changing needs

5. Media Use

In the discussion so far the role of the principal, the Media Committee, the Department and the School Media policy have been emphasized. It is because it is our belief that successful partnership between teachers and the teacher-librarian in the media centre and use of media depends largely on the attitude of the leaders in the school and the guidelines provided by them.

5.1 Model for planning partnership in education

The following model based on question-analyses can be used when partnership, in using facilities of the media centre in education, is planned. The first three components can be seen as the planning stages while the rest are more concerned with implementation.

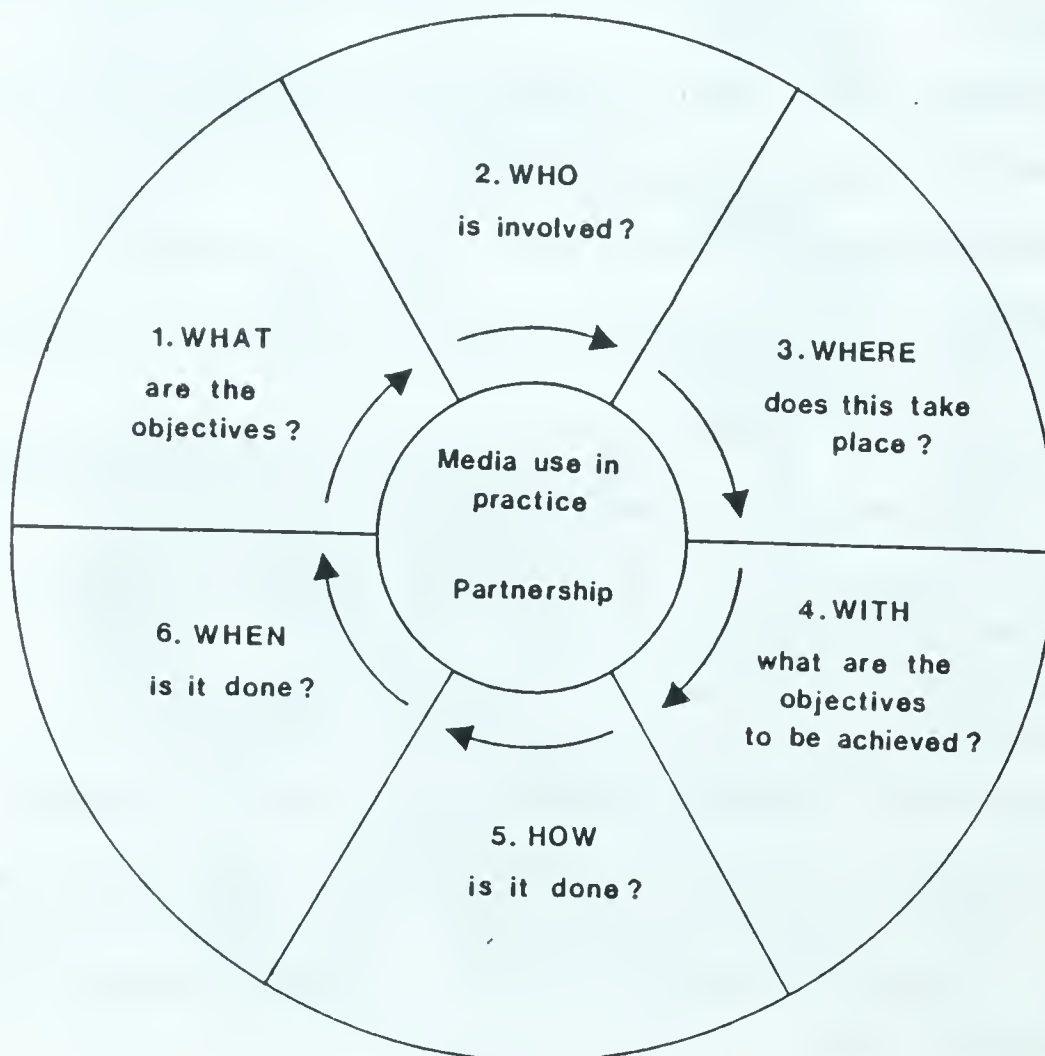


Figure 2

5.1.1 What is envisaged?

Planning by objectives

- Teacher and teacher-librarian together plan and determine the specific teaching objectives to be achieved through the use of media centre resources for a specific assignment.
- Determining whether suitable study material is available to meet the needs of the pupils involved.
- Determining the type of assignment and the user skills involved.

5.1.2 Who is involved?

For effective use of media, the entire teaching staff is involved together with the teacher-librarian.

- the principal and deputy-principal, professional leaders - responsible for planning, delegating supervising
- heads of department, subject heads, guidance to subject departments - members of Media Committee, planning for use
- teacher-librarian user guidance - organising media for use, information retrieval
- subject/class teachers; giving guidance re subject use - subject assignments, use of media by individuals, groups and classes
- pupils using media for assignments or for personal interests are equally involved.

5.1.3 Where does the activity take place?

There are few schools in the Transvaal without a school media centre. Although some have more physical space available than others, all can render media services to their

users. It should be noted, however, that use of media is not limited to the media centre, but is to a large extent continued in the classroom.

Media Centre	Classroom
<ul style="list-style-type: none"> • provides a media service to teachers and pupils • stores a variety of printed and audiovisual media and provides an information retrieval service • provides sources for individual group, or class assignments • provides media according to personal needs and interests 	<ul style="list-style-type: none"> • provides block loans from the media centre to supplement and enrich subject curricula • introduces pupils to available sources for school subjects by means of reading lists, source lists and displays • provides opportunity to apply the user-skills acquired in the media centre

5.1.4 With what are the objectives achieved?

An adequate stock in the media centre is a prerequisite for effective media use; the aim being to have a limited but dynamic stock available, geared to the needs of the school. This can only be achieved when the subject teachers become involved in stock building. The Media Committee plays an important role in motivating teachers and expecting all subject teachers to become involved. Subject teachers are mostly involved with evaluating and weeding sources in their subject fields, and they make recommendations and suggestions where needs occur. Knowing the stock not only stimulates the interest of the teacher but also helps him to identify suitable themes for assignments. Differentiation of assignments according to the abilities of the pupils also becomes more feasible when the teacher is familiar with the sources. Teachers sometimes even decide to make use of the existing production facilities to make their own audiovisual software.

5.1.5 How are the objectives achieved?

Once the stock is organized plans should be made to ensure that the printed and audiovisual stock are used to further the objectives. In the Senior Primary and Junior Secondary School Phases (approximately 8 to 15 years of age) pupils visit the school media centre once a week for media user guidance. A Programme for Media User Guidance has been published by the Department. The basis of media user guidance is the pupil's need to be guided in the use of the media, with which he is confronted. The skills of locating information and of using it effectively are developed. Independent use of printed and audiovisual media is developed and attention is given to the various skills of reading, listening, observing, discussing, note-taking and various modes of presenting information.

Given the opportunity to practise these skills under the supervision of the subject/class teachers, pupils are motivated and enabled to use media to learn.

Close collaboration between teacher-librarian and subject/class teacher is necessary to make this exercise meaningful. Needless to say, assignments differ from school to school and from one teacher to the other. The general trend nowadays is to give preference to shorter assignments and work sheets are often used especially in the primary schools. Comprehensive subjects are sub-divided and sub-divisions allocated to groups or individuals.

Various forms are used to link the requirements of the classroom with the services offered by the media centre. Block loans are sent to classrooms if requested. Bibliographies and reading lists are also compiled by teacher-librarians on request.

Certain teacher-librarians make use of memos to keep the staff informed of media centre activities, the arrival of new titles, etc.

5.1.6 When is it done?

In the Senior Primary and Junior Secondary School Phases every class has one period per week when they visit the media centre for user guidance. Subject/Class teachers arrange with the teacher-librarian should they wish to bring the whole class to the media centre in their subject periods. Teachers are encouraged to send small groups or individuals to the media centre any time they wish and if a situation in the classroom makes the use of media necessary.

6. Activities Promoting Authors and Libraries

Another facet of partnership between teachers and teacher-librarian is made feasible by the latter's membership of the Transvaal School Media Association. The Association takes the lead in inviting authors and academics in the field of media technology to give talks at branch meetings. In the past few years we have, amongst others, had the privilege to have Norman Beswick, Brian Wildsmith, Pat Hutchins and other South African authors as guests. In August Prof. Moltstadt, of Indiana University, is expected in Pretoria where he will address several meetings. Through their teacher-librarians, interested teachers are also invited to these meetings.

7. Conclusion

The establishment of school media centres and the provision of media services have been made possible because of Departmental grants. The actual involvement of subject teachers in the media centre may differ from school to school, but it is generally understood that the subject teacher shares with the teacher-librarian the responsibility to ensure that the media centre stock in his subject field is adequate, and ensures that the media centre is purposefully integrated with the teaching/learning activities

in the classroom. In this he can rely on the assistance of the teacher-librarian. It is, however, the involvement of the whole staff under leadership of the principal that determines the success.

BIBLIOGRAPHY

1. TRANSVAAL EDUCATION DEPARTMENT / TRANSVAALSE ONDERWYSDEPARTEMENT 1978 Manual for general school organisation / Handleiding vir algemene skoolorganisasie Pretoria: TED / TOD
2. TRANSVAAL EDUCATION DEPARTMENT. Education Media Service 1979 Programme for Media User Guidance in the school Media Centre Pretoria: TED
3. TRANSVAAL EDUCATION DEPARTMENT. Education Media Service 1980 The Administration of the Media Centre, Pretoria: TED (Information Guide No. 8).
4. VAN WYK, C.F.M. 1984 Provision of Media Services and the use of media in practice. Unpublished lecture.

Date	Description	Amount	Balance	Total
1890				
Jan 1	Balance forward			
Jan 15	Jan 15			
Jan 30	Jan 30			
Feb 1	Feb 1			
Feb 15	Feb 15			
Feb 28	Feb 28			
Mar 1	Mar 1			
Mar 15	Mar 15			
Mar 31	Mar 31			
Apr 1	Apr 1			
Apr 15	Apr 15			
Apr 30	Apr 30			
May 1	May 1			
May 15	May 15			
May 31	May 31			
Jun 1	Jun 1			
Jun 15	Jun 15			
Jun 30	Jun 30			
Jul 1	Jul 1			
Jul 15	Jul 15			
Jul 31	Jul 31			
Aug 1	Aug 1			
Aug 15	Aug 15			
Aug 31	Aug 31			
Sep 1	Sep 1			
Sep 15	Sep 15			
Sep 30	Sep 30			
Oct 1	Oct 1			
Oct 15	Oct 15			
Oct 31	Oct 31			
Nov 1	Nov 1			
Nov 15	Nov 15			
Nov 30	Nov 30			
Dec 1	Dec 1			
Dec 15	Dec 15			
Dec 31	Dec 31			
1891				
Jan 1	Jan 1			
Jan 15	Jan 15			
Jan 30	Jan 30			
Feb 1	Feb 1			
Feb 15	Feb 15			
Feb 28	Feb 28			
Mar 1	Mar 1			
Mar 15	Mar 15			
Mar 31	Mar 31			
Apr 1	Apr 1			
Apr 15	Apr 15			
Apr 30	Apr 30			
May 1	May 1			
May 15	May 15			
May 31	May 31			
Jun 1	Jun 1			
Jun 15	Jun 15			
Jun 30	Jun 30			
Jul 1	Jul 1			
Jul 15	Jul 15			
Jul 31	Jul 31			
Aug 1	Aug 1			
Aug 15	Aug 15			
Aug 31	Aug 31			
Sep 1	Sep 1			
Sep 15	Sep 15			
Sep 30	Sep 30			
Oct 1	Oct 1			
Oct 15	Oct 15			
Oct 31	Oct 31			
Nov 1	Nov 1			
Nov 15	Nov 15			
Nov 30	Nov 30			
Dec 1	Dec 1			
Dec 15	Dec 15			
Dec 31	Dec 31			

INTRODUCING BOOKS CREATIVELY

Mary Ann Paulin

Program format: audience participation

Techniques for introducing books in a variety of ways (art, music, poetry, puppetry, storytelling, eating, creative dramatics, characterization) are taken from the speaker's book Creative Uses of Children's Literature (Library Professional Publications).

The session began by passing around imaginary characters from familiar stories in children's literature such as Lassie's puppy from Knight's classic (Holt & Dell pb); an egg from Milhous' The Egg Tree (Scribner & pb); Lobel's Frog and Toad (Harper & Trophy pb) and Arietty from Norton's The Borrowers. Characters and objects from world literature can be passed around by students in junior and senior high school.

The audience participated in a choral reading of Good-Night, Owl! (Macmillan & Collier pb) by Hutchins, a Kate Greenaway medalist. The story is appropriate to use when studying birds.

Keats' Whistle for Willie (Viking) and A Snowy Day (Viking & Penguin pb; Weston Woods filmstrip) are excellent examples of narrative pantomime and can be read aloud by a leader while students act out the story. Sivulich's I'm Going on a Bear Hunt (Dutton) is a good book for a beginning leader because directions for the pantomime are given on each page of the picture book. Sometimes only one activity can accompany a book: juggling after reading dePaola's Clown of God (Harcourt & pb) or roaring and gnashing during a wild rumpus from Sendak's Where the Wild

Things Are (Harper & Scholastic; Weston Woods 16mm film and filmstrip).

Books that can be played out after the story has been told using silhouettes on the overhead projector, shadow puppets or felt board characters are: Mr. Gumpy's Outing (Holt) and Mr. Gumpy's Motorcar (Crowell) by Burningham; The Surprise Party (Macmillan & Collier) pb; Weston Woods FS), The Silver Christmas Tree (Macmillan) and The Train Set (Greenwillow) by Hutchins; Raskin's Who Said Sue, Said Whoo? (Athenuem); Waber's You Look Ridiculous (Houghton-Mifflin & pb); two Yiddish versions McGovern's Too Much Noise (Houghton & Scholastic pb) and Zemach's It Could be Worse (Farrar & Scholastic pb); two books about animal sizes Tolstoy's The Great Big Enormous Turnip and Ets' Elephant in a Well (Viking & Penguin pb); and Carle's counting book The Rooster Who Set Out to See the World (Watts).

Masks of The Five Chinese Brothers by Bishop (Coward & Scholastic pb) can be used by students playing out that story.

A paper bag and an outline of a ghost were given to each participant to create a puppet to introduce the American Georgie or the German Caspar. The ghost outline came from William's Paper Bag Puppets (Fearon). A frog puppet introduced Rojankovsky's American folksong Frog Went A Courtin' (Harcourt & pb; Weston Woods 16mm film or filmstrip). A paper bag puppet introduced McDermott's Anansi the Spider (Puffin & pb; Weston Woods film and filmstrip) and Arkhurst's The Adventures of Spider (Barker & Scholastic pb). Anansi stories are examples of how stories were changed as they spread around the globe as Africans went to the West Indies and the Americas. A coconut puppet purchased on Hawaii was used to introduce two tales about the origin of the coconut: "Tuna's Gift"

From Fiji and "How the Coconut Tree was Saved" from the Apayao tradition.

Jokes and riddles are part of world literature and show universality of cultures. "Old Mother Twitchett" (a needle) and "Little Nancy Etticoat" (a candle) are found throughout the world. "The Riddle of the Sphinx" appears in folk tales from England, Hawaii, and Mexico.

Two coloring books which can be used for making bulletin board figures or transparencies for telling the story on an overhead projector are Lobel's Frog and Toad Coloring Book (Harper) and Potter's The Tales of Peter Rabbit Coloring Book (Dover pb).

The parts of speech can be taught through picture books: HOMONYMS--Gwynne's A Chocolate Moose for Dinner (Windmill & Dutton) and NOUNS--Quigley's The Blind Men and the Elephant (Scribner & pb), a tale from India.

Any excuse for introducing a book, story or poem is a good excuse--including food. Connecting books with food can be as simple as eating jelly beans after reading a poem about jelly beans. Other books containing poems about food are Adoff's Eats: Poems (Lathrop), Agree's How to Eat a Poem and Other Morsels (Pantheon), and Aldis' Is Anybody Hungry (Putnam). Some books which can be introduced by food are: dePaola's Pancakes for Breakfast (Harcourt & Scholastic pb); Lobel's The Pancake (Greenwillow); Seuss' Green Eggs and Ham (Beginner); dePaola's The Popcorn Book (Holiday & Scholastic pb); Hitte's Mexicali Soup (Parents). Lobel's Mouse Soup and Zemach's Nail Soup (Follett). Brown's Stone Soup (Scribner & pb) is suitable for playing out by a whole class while McGovern's version of Stone Soup (Scholastic pb) is suitable for making into a puppet production.

Several poems published as individual picture books that can be used by students at all age levels are: Frost's Stopping by Woods on a Snowy Evening (Dutton); Noyes' The Highwayman (Lothrop; Oxford). Versions of Moore's The Night Before Christmas can be used to compare techniques and art mediums by the artists before or after the students illustrate the poem. Some illustrated picture book versions of Moore's poem are: dePaolo (Holiday & pb); Galdone (McGraw); Rackham (Lippincott); Trimby (Doubleday); Smith (Houghton); Tudor (Rand McNally); and Weisgard (Grosset). Individual picture books of popular songs can be used in the same manner. Some titles are: Paterson's Waltzing Matilda (Holt), Bangs' Steven Kellogg's Yankee Doodle (Parents) and Spier's The Star Spangled Banner (Doubleday). Books by Sendak available as picture books and Weston Woods films and filmstrips are: Alligators All Around, Chicken Soup With Rice, One Was Johnny, and Pierre (all published by Harper). The English folksong Widdecombe Fair is illustrated by Price (Warne) or Gauche (Putnam). Peter and the Wolf, the ballet by Prokofiev is illustrated by Chappell (Knopf & pb), Haacher (Watts), and Voigt (Godine). The Twelve Days of Christmas is illustrated by Broomfield (McGraw); Harszs (Harper); Kent (Parents & Scholastic pb); Wildsmith (Watts); and Knight (Weekly Reader). A scottish version The Thirteen Days of Yule illustrated by Hogrogian is published by Crowell. The audience sang a parody of "The Twelve Days of Christmas" by Mendoza (Dial) called A Whart Snake in a Fig Tree. Livingston's Speak Roughly to Your Little Boy (Harcourt) contains parodies of world authors and poets such as Wordsworth, Carroll and Lear. London Bridge is Falling Down has been illustrated by Emberley (Little) and by Spier (Doubleday; Weston Woods film-strip).

THE "CHILDREN AS AUTHORS"
PROJECT IN HAWAII

Violet H. Harada

I. Basic overview of "Children as Authors" project

A. Nature of project

This is a project which promotes writing that is integrated with the teaching of skills and concepts in content areas and which encourages teacher and librarian collaboration in execution of the project. The students' finished products become part of school library or classroom collections.

B. Benefits of project

The benefits are many to students, teachers, librarians, and administrators.

For students, the project motivates creativity, provides a purpose for writing, and nurtures learning that builds both cognitive understanding and positive self-esteem.

For teachers and librarians, the project provides an exciting vehicle for integrated instruction that allows for application of skills to an authoring experience and that creates a natural opportunity to do team planning and instruction.

For school building-level administrators, the project brings together many of the curriculum threads that have been foci for intensive in-service work in Hawaii: effective teaching and learning strategies, holistic classroom experiences, and schoolwide improvement of climate.

C. Scope of Project

The project emphasizes a comprehensive view of teaching students the authoring process that encompasses the following steps:

- (1) working with students on building their knowledge base (the specific nature of the knowledge base is dependent on what is selected as the content of instruction)
- (2) helping students with their writing skills (these may include learning how to organize ideas, how to make effective and varied use of language, and to achieve fluidity and cohesion in the medium of writing)
- (3) introducing students to appropriate library and book making skills (these may include learning the parts of a book and the contents of a card catalog as students are asked to produce their own books and catalog cards for these works)
- (4) encouraging students to share their finished works (these include creative possibilities such as hosting an author's tea for parents and holding an "author's day" for a school-wide sharing organized around booths for sharing).

D. Current status of the project

In Hawaii, the project has been designed and coordinated through the Department of Education's School Library Services section. Key project designers and trainers who have worked with the School Library Services section have been Mrs. Jean Sumiye, formerly a resource teacher with the Leeward District Office and currently a teacher at Hale

Kula Elementary, and Mrs. Kay Nagaishi, librarian at Kamiloiki Elementary.

A cadre-training workshop was held in July, 1983. Nine teacher and librarian teams representing the seven districts participated in the workshop. During the school year 1983-84 the teams implemented projects at their respective schools and also assisted in numerous in-service sessions across the state. Working as a team with School Library Services, these teachers and librarians have helped provide awareness sessions for over 700 of their colleagues.

The elementary schools represented include Kahaluu (Windward District), Nanaikapono and Kanoelani (Leeward District), Kipapa (Central District), Lincoln and Liliuokalani (Honolulu District), Kekaha (Kauai District), Kamehameha III (Maui District), and Hilo Union (Hawaii District).

The publication of a "Children as Authors" handbook is targeted for spring 1985 by School Library Services. In-service efforts will also continue through this school year.

II. Walkthrough of sample lessons

See attachments 1, 2, and 3. The purpose for the lesson walkthrough is to show the integration of instruction and opportunities for teacher and librarian team teaching.

III. Hands-on session on book making

See attachment 4. The purpose of this segment of the presentation is to show participants an easy book making technique that can be adapted for school use and to also share the importance of teaching

students the necessary skills to create an attractive book.

IV. Slide presentation of a "Children as Authors" project

The purpose of this segment of the presentation is to give a clearer picture of the total process involved in doing a project at school level.

V. Display of student books

The purpose of this segment of the presentation is to share the range of student products that is possible with this project.

VI. Closure

The "Children as Authors" project is an excellent way to bring together so many aspects of the school curriculum. It encourages the involvement of the school librarian as a valuable team member in the planning and implementation of instruction. Most important, it encourages learning that engages both the head (cognitive) and the heart (affective), thereby helping students to retain, to transfer, and to apply their learning to new situations.

ATTACHMENT #1



Lesson: Life cycle of butterflies/GIVING INFORMATION

Student objectives:

- | | |
|--------------|---|
| (Science) | To understand the concepts of and vocabulary relating to the life cycle of butterflies. |
| (Lang. arts) | To write a composition on the life cycle of a butterfly with clarity, accuracy, and completeness. |
| (Library) | To use a variety of sources to acquire information and to summarize retrieved information according to set purpose. |

Materials used: The life cycle of a monarch butterfly, by Julian May
Study print or picture of butterfly

Grade level: Primary

Teaching procedure	Purpose
<u>Introducing the lesson</u>	
1. Discuss concept of growth. <ul style="list-style-type: none">• When you were very little, did you look and act the same way you do now?• What did you spend most of your time doing when you were a baby? What can you do now?• What can you do now that you could not do as a baby?	Provide concept association to known experiences.
2. Record responses on board or chart paper.	
3. Make the point, "Just like yourselves, other things grow and change."	
<u>Providing for content knowledge through resources</u>	
1. Show a study print or other large picture of a butterfly, saying, "This particular insect also grows and changes." <ul style="list-style-type: none">• Can you tell me what it is?• Tell me more of the details that you see.• Is there any idea that comes to mind when you look at this picture?	Retrieve students' LET through picture discussion.

Butterflies/2

Teaching procedure	Purpose
<p>2. Ask, once the insect has been identified, "What do you know about butterflies?"</p> <ul style="list-style-type: none"> • Do you know how it's born? • Do you know what happens to it after it's born? • Do you know if it changes as it grows? <p>3. Record all responses. List vocabulary used by students.</p> <p>4. Show and read from a non-fiction book that clearly describes the life cycle of a butterfly, such as <u>The life cycle of a monarch butterfly</u>, by J. May.</p> <p>5. Repredict, respond to initial predictions and vocabulary when appropriate. List new key words/vocabulary.</p> <p>6. Categorize, chart the changes of the butterfly. Use appropriate vocabulary, clarify concepts.</p> <p>7. Guide student role playing of the butterflies' life-cycle.</p> <ul style="list-style-type: none"> • Identify stages to be portrayed - e.g., caterpillar, chrysalis, butterfly. • Have <u>students</u> orally describe the changes which occur within and between stages. • Guide use of appropriate vocabulary and body movements. • Compare and contrast with visualization found in pictures from books. 	<p>Read aloud to provide content knowledge, appropriate vocabulary.</p> <p>Structure details toward major concept.</p> <p>Provide for application, validation of knowledge through visualization technique.</p>
<u>Writing/book making</u>	
<p>1. Review purpose and audience for assignment.</p> <p>Students are to write a composition providing information on the life cycle of the butterfly. Reference can be made to the monarch or any other butterfly.</p> <p>2. Show students how to locate other sources on this topic.</p> <p>3. Provide individual help as needed: concepts, choice of words, organization, spelling, mechanics.</p> <p>4. Allow students to illustrate writing.</p>	<p>Develop interest, awareness and relevance.</p> <p>Integrate writing skills as appropriate.</p> <p>Integrate library skills.</p>

Butterflies/3

Teaching procedure	Purpose
<ol style="list-style-type: none"> 5. Read aloud, or have students read their own, responding, reacting to their ideas. 6. Identify effective elements of a giving information composition, ideas, words used, individualized style, illustrations. 7. Revise and edit as needed. 8. Format composition and illustrations into book form, including parts of a book as appropriate. 9. Complete book making task. 	<p>Provide positive/supportive feedback. Review proof-reading techniques.</p> <p>Develop worth, value in students as authors. Integrate library skills.</p>
<u>Follow-up activities</u>	
<ol style="list-style-type: none"> 1. Compare and contrast the monarch butterfly with other butterflies. 2. Initiate small group or individual research on this topic. Research can expand into other aspects - characteristics, living habits, etc. 3. Start a "living zoo" of specimens to directly observe and record butterfly growth and behavior patterns. Students may also do this activity at home. 4. Look at fiction and relate it to informational books on butterflies. 	

ADDITIONAL RESOURCES

Carle, Eric. The very hungry caterpillar. Collins, 1970.

Engaging picture book of a hungry caterpillar who eats right through the pictures, and after leaving many holes, emerges as a beautiful butterfly on the last page. May be used as follow-up book to compare and contrast this imaginary caterpillar with actual caterpillar described in informational books. Gr. K-2.

Conklin, Gladys. I like butterflies. Holiday House, 1960.

A little boy discovers the colors and shapes of different butterflies and tells of how he "raised" one. Gr. 1-2.

Dallinger, Jane. Swallowtail butterflies. Lerner, 1982.

"Lerner Natural Science" series. Good basic information on body parts, life cycle. First-rate color close-ups but specific types of swallowtail are not always labelled. Glossary, index appended. Gr. 4-7.

Darby, Gene. What is a butterfly. Benefic Press, 1958.

Explains simply the more common species of butterflies, how they are different from moths, their metamorphosis, how they affect plants. Color illustrations. Gr. 2-6.

Goudey, Alice. Butterfly time. Scribner, 1964.

Examples of 12 butterflies with full-page illustrations and an appendix listing plants in which they lay their eggs. Good for comparative work. Gr. 2-6.

Green, Ivah. The monarch butterfly. Encyclopedia Britannica Press, 1964.

Smooth-flowing text on life cycle of butterfly with excellent, close-up, color photos. Gr. 3-6.

Hogner, Dorothy Childs. Butterflies. Crowell, 1962.

Introduction to study of butterflies with directions for rearing caterpillars. Color illustrations. Gr. 3-6.

Hutchins, Ross E. The travels of Monarch X. Rand McNally, 1966.

A monarch butterfly tagged in Toronto, Canada, is recovered in Mexico 2,000 miles away. Describes tagging process, possible flight route. Color illustrations. Gr. 2-6.

Overbeck, Cynthia. The butterfly book. Lerner, 1978.

Text and illustrations do a good job of showing the characteristics of 10 familiar butterflies and their life cycles. Last page shows comparative sizes of these butterflies. Good for comparison and contrast. Gr. 2-6.

Oxford Scientific Films. The butterfly cycle. Oxford Scientific Films, 1977.

Focuses on life cycle of a white cabbage butterfly from egg through larva and pupa stages to adulthood. Excellent, large close-ups. Words are not easy but can be explained by teacher/librarian. Gr. K-6.

Butterflies/5

Pluckrose, Henry. Butterflies and moths. Gloucester Press, 1980.

Shows stages of growth; many different kinds of caterpillars, moths, butterflies are compared. Good color illustrations. Gr. 2-6.

Sabin, Louis. Amazing world of butterflies and moths. Troll, 1982.

Factual text written in simple language. Attractive format. Good read-aloud. Useful as independent study resource for science. Gr. 1-3.

Sterling, Dorothy. Caterpillars. Doubleday, 1961.

Shows change of caterpillar into a butterfly or moth. Explains how to identify, collect, and keep caterpillars. Gr. 3-6.

Audiovisual resources

"Common insects." (Study print). Singer.

"Insects." (Study print). Cook.

"Life cycle of a butterfly." (Film loop). McGraw-Hill.

National Geographic. (Magazine).

Ranger Rick. (Magazine).

Scienceland. (Magazine).

ATTACHMENT #2



Lesson: Creating catalog cards

Student objectives: To know the purposes of and to create author and title catalog cards for students' own books.

Materials used: Handouts on author and title cards (see attached samples)
Giant catalog card set - may be commercially made
(e.g., Highsmith set) or librarian made (on oak tagboard sheets)

Grade levels: Primary, upper

Teaching procedure	Purpose
1. Announce to students: "Now that your books are almost finished, we are ready to think seriously about how other students are going to be able to find them in the library."	Set the climate for a problem-solving situation.
2. Brainstorm with students: "How can we make sure that people will be able to find your book?" "What kind of help can we give them?"	
3. Record all responses on the board or on chart paper. If no one mentions the card catalog, ask: "How do you find other books when you come to the library?"	Retrieve students' LET through discussion.
4. Once the card catalog has been identified as a source for locating all materials in the library, ask: "What could you look under to find a particular book?" ("If you didn't know the <u>author</u> what could you look under?" or "If you didn't know the <u>title</u> , what could you look under?")	
5. Ask: "Without looking at a catalog card, what kind of information do you think should be included on the <u>author</u> card?"	Validate knowledge using sample. Provide visual reinforcement.
6. Validate responses by going over an example of an author card together. Use a giant catalog card.	

Catalog cards/2

Teaching procedure	Purpose
7. Ask: "In what way would a <u>title</u> card be different?"	Guide thinking/processing of information.
8. Also validate by going over an example of a title card together (same as #6).	Validate knowledge using sample. Provide visual reinforcement.
9. Distribute worksheet handouts on author and title cards. Have students use the samples as models and create cards for their own books.*	Provide for application of library skills as an integral part of writing project.
10. Teacher and librarian circulate to provide feedback and guidance as students work.	Provide positive/supportive feedback.
11. Collect worksheets and inform students these will be typed and placed in the card catalog as soon as the books are ready with their book pockets and borrower's cards.	
<p>**IMPORTANT: This lesson is intended as only one of several that a librarian may wish to do on the card catalog. For example, following this lesson the next step might be to focus on the purpose and content of subject cards. Or students might be taught catalog filing rules by practicing with the cards they have made. They might also be asked to find books other than their own using the card catalog.</p>	

*Once students have done their worksheet cards correctly, they may print or type their own catalog cards in the classroom. In this lesson, only the most basic information is asked for - you may wish to include a summary and subject tracings on the cards if you feel your students are ready for these.

ATTACHMENT #3



Lesson: Creating parts of a book

Student objectives: To produce a book of writings incorporating appropriate parts of a book.

Materials used: Handouts on parts of a book (see sample attached)
Textbooks (a set that students are using in class
and can bring with them)

Grade levels: Primary, upper

Teaching procedure	Purpose
<p><u>In the library:</u></p> <ol style="list-style-type: none"> 1. Point out that the textbooks students use everyday in class are organized in a certain way and for special reasons. 2. Thumb through a copy of their text and point to parts of the book you wish to cover. (The list below is only suggested. Cover as many terms as you feel your students will need to know and use.) 3. As you point to various parts of the book, have students find the same sections in their own copies. Ask them: <ol style="list-style-type: none"> A. What is the name of this book part? B. What kind of information does it provide? How does it help you as a reader to have this section? 	<p>Provide concept association to known experience.</p> <p>Provide visualization of concept. Guide thinking/processing of information and use of appropriate language.</p>

Parts of a book/2

Teaching procedure	Purpose
EXAMPLES	
<ul style="list-style-type: none"> • <u>Cover</u> (provides soft or hard protective covering for book and enables you to identify it by title and author without having to open the book). • <u>Spine</u> (enables you to identify a book by author and title without having to take the book off a shelf). • <u>Title page</u> (gives you the author, title, illustrator, publisher, and date of publication). • <u>Copyright page</u> (tells you when the book was published and who owns rights to the book). • <u>Table of contents</u> (gives you titles of the chapters and the page on which each chapter begins). • <u>Index</u> (gives you all the subjects covered in the book in alphabetical order along with their page numbers). 	
4. Write their responses on the board or on chart paper.	Provide visual reinforcement.
5. Ask students: "Do you think your text is the only kind of book with these different parts?"	Transfer learning to another situation.
6. Have students validate their responses by finding the same book parts in a library trade book. (You may wish to pre-select books so that they will have the book parts covered OR you may have students go to a specified area of the nonfiction stacks and find their own books. If you do the latter, set a time limit - 3 to 5 minutes?)	Validate gained knowledge through hands-on examination. (Real life application.)
7. Once students have their books, ask them: "Without even opening your books, what are two book parts that you can see that all books have?" (Answers: cover, spine.)	Validate gained knowledge through hands-on examination.
8. Distribute handouts for each book part covered. Go quickly over them.	

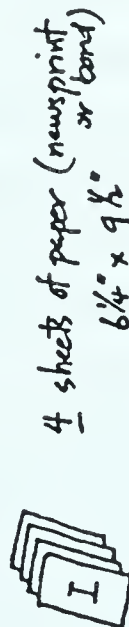
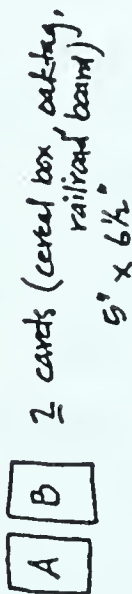
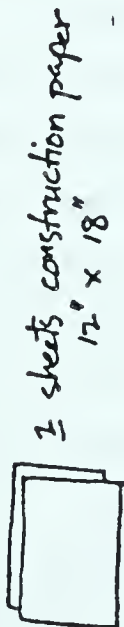
Parts of a book/3

Teaching procedure	Purpose
<p>9. Ask students to:</p> <ul style="list-style-type: none"> A. Find the different book parts in the book each has chosen. B. Slip handouts into the book at the correct spots (e.g., slip handout on the index into the index section of the book). <p>10. Teacher and librarian circulate among students to give feedback as they work.</p> <p>11. Once everyone is done, ask: "What did you learn about parts of a book today?" (I.e., "Can you find them in more than one kind of a book?" "In what ways do they help books become more useful to readers?")</p> <p>12. Before they leave, have students remove their handouts to take back to class. The trade books can either be shelved by the students themselves or by library monitors if students are not planning to borrow them.</p> <p><u>In the classroom:</u></p> <p>13. Pick up where library lesson left off and ask: "Each of you is writing your own book. Will you need to include some of the book parts you learned about in the library?"</p> <p>14. Decide on book parts to include. As a class, or in smaller work groups, have students use the handouts provided by the librarian to start work on the book parts they have chosen for their own books.</p> <p>**IMPORTANT: The teacher and librarian may wish to team on this and have students resume this activity in the library. The librarian may have ideas for additional activities focusing on specific parts of the book to help students as they create their own sections.</p>	<p>Provide positive/supportive feedback.</p> <p>Guide thinking toward generalizations based on hands-on examination.</p> <p>Integrate library skills into writing project in a meaningful way.</p> <p>Provide for application of library skill as an integral part of writing project.</p>

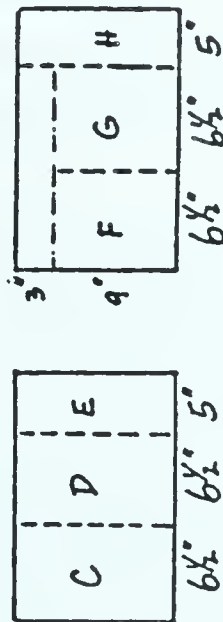
ATTACHMENT #4

An EASY-to-MAKE BOOK

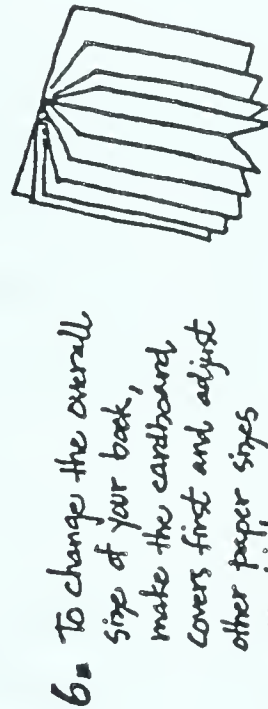
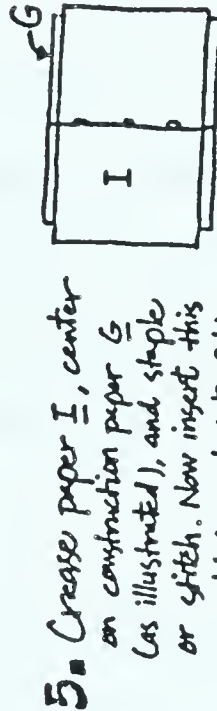
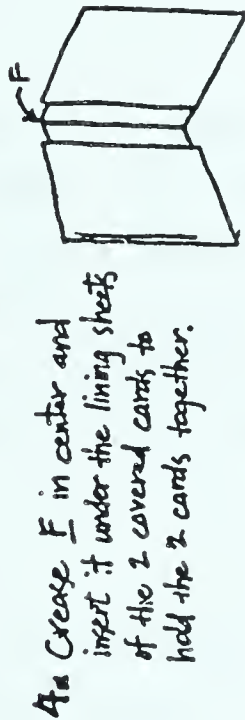
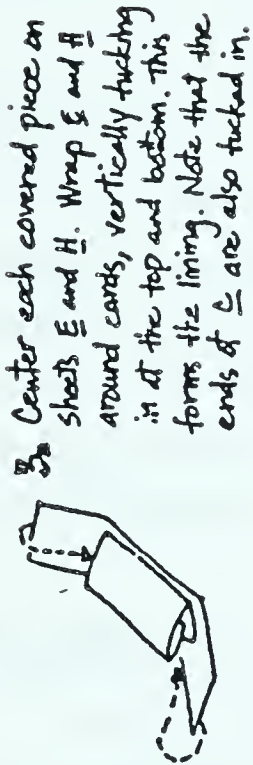
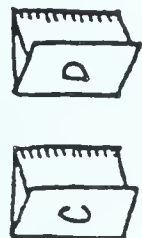
MATERIALS:



DIRECTIONS: ⁵ Cut your construction paper as indicated by the dotted lines.



2. Center cards A and B on sheets C and D. Wrap each sheet around each card. These form the outside covers.



Prepared by:
Technical Assistance Center
Multimedia Services Branch
Office of Instructional Services
Dept. of Education

RS 10-5404

JAPANESE SCHOOL LIBRARIES:
PARTNERS IN TEACHING READING

Jean Wobbe

Background

This report is based on observations, interviews and assorted reading. Three months were spent in the fall of 1982 collecting information in four metropolitan areas of Japan. Over fifty people were interviewed and almost thirty locations were visited while collecting information on Japanese Elementary School libraries.

Introduction

School libraries were established with the passage of the School Library Law of 1953 as an occupation inspired reform.¹ Actually the idea of school libraries was not a new one. Many dedicated Japanese professional librarians, educators and parents had been supporting the library movement.² However, major problems have hindered the desirable development of school libraries as a whole.³

The School Library Law stipulated the nature and function of public school libraries, training of teacher-librarians, and government subsidies for purchase of books and furniture.⁴ The idea that librarians had for fully developed library facilities in schools, maintained by credentialed librarians, has never been completely realized. School libraries as a group are perhaps the least developed of all their libraries.⁵ In its transplanted environment the school library program grew into something quite different than was

originally intended. This is due partly to intrinsic cultural differences, the educational system and weakness within the School Library Law.

Because public libraries have not developed into sophisticated community resource centers found in the Western world, it is not too strange that school libraries did not develop into media resource centers. Community libraries ranging in size from less than three hundred volumes to over one thousand are more popular than formal libraries.⁷ The school library in Japan is not seen as a training center for the public library system but as a source of reading guidance.⁸

The Japanese attitude toward books is different than that of the people of the United States. Prior to the establishment of the first public or tax supported library in 1872, many people collected books, historical and religious records and representations for over twelve hundred years. Partly because of a reverence for the past and ancestors, books have long been regarded with respect in Japan. Early picture books, such as the Nara ehon, were so beautiful they were referred to as "ornamental books" and were often used as a piece of art work or display in a room. Later wood block picture books were collectors items. Because of the long tradition of collecting books, Japanese tend to have vast personal libraries.⁹

Book stores are readily available for the avid Japanese readers.¹⁰ With the literacy rate at the 99% level, one of the highest in the world, printed material is devoured at a phenomenal rate. There are six national newspapers and six more local newspapers with a daily circulation of over 67 million, or more than one newspaper for every two adults.¹¹ According to UNESCO figures in 1980, 699,000,000 books were sold and 2,324,000,000 magazines were sold. In 1978, 43,973

new book titles entered the market.¹² The Nihon Zasshi Soran 1984 edition reports a total of over 21,000 magazine titles published.

Public libraries are not easily accessible to the Japanese people who often use public transportation. They traditionally would rather own what they read, rather than borrow. Because libraries have low budgets, and could barely meet the demands for current reading materials,¹³ book stores have often filled those needs. Libraries are more often used for academic research than public information and recreational reading.

Another factor which has strongly influenced the development of school libraries is the educational system itself. Reading for the sake of reading is promoted rather than reading for independent research. The emphasis on memorization of facts, textbook lecture methods and whole group activities does not lend itself to the individualized curriculum unit approach which spurred the development of school libraries in the United States. The importance of passing stiff entrance exams required of students at various levels now dominates the educational program. School libraries are integrated into the curriculum and are not recognized as a vital entity for learning.¹⁴

The factor which is most often cited as the cause for lack of development of the school library program is the famous loophole in the School Library Law of 1953, "Schools may defer compliance concerning the teacher-librarians for the present..."¹⁵ This statement has become the way in which schools avoided hiring specifically trained librarians.¹⁶ The rotation of assignments among teachers at regular intervals of usually two to three years allows many to have the opportunity to participate in the library teacher position.¹⁷

These teachers are still responsible for their regularly assigned classes plus performing all the duties of the library teacher. Some of them, unfortunately, are not qualified as librarians.¹⁸

Many teachers do hold the "shisho kyoyu" or teacher librarian certificate in addition to their regular teaching certificate.¹⁹ The certificate indicates completion of an eight unit program consisting of Introduction to School Libraries, Management and Operation of School Libraries, Selection of Library Books, Technical Processing of Books, Use of Non-Book Materials, Library Instruction, and Reading Guidance of Students. Two units of credit are given for the Technical Processing class.²⁰

Library Activities

The teacher-librarians responsibilities may include library maintenance, scheduling, book selection and processing, library and research skills, program promotion, collection of statistics and reading guidance. Coordination of the student library committee, consultation to the PTA and interaction with staff are also included in the responsibilities. Most school teacher-librarians also participate in book selection committees and numerous library associations either personally or through their institutional membership.

The area of reading guidance is the one most emphasized by teacher-librarians in Japan. It is in this area that the school libraries may truly be considered partners in teaching reading. Teachers, students, parents and the national and local educational system all play a part in this task.

Many libraries publish sample student lessons for the library. Topics covered may include the arrangement of books

on the shelf and how to locate books by classification number on the spine label. Other guides cover reading guidance for teachers. Topics included are library skills by grade level and procedures for using a library. Especially emphasized are the topics of reader guidance.

Lesson plans for library instruction are provided for the classroom teacher. Topics covered include the library lessons by grade level. In the first grade the topics are: Let's go to the library, How to borrow books from the library, and How to return books. At the second grade level, topics include: How to use the library, and Introduction to reference books. Third grade topics include: Parts of a book, How a book is made, How to handle books, Hygiene and the use of books, and More about reference books. Fourth graders are introduced to a larger portion of the reference collection, Classification and arrangement of books, Mending of books, Use of the clippings file, Use of dictionaries and How to make a simplified bibliography. Lessons in the fifth grade include: How to search for a book, Duties of the student library assistant, Physical description of a book, Making a bibliography, Gathering and organizing other media, and Use of encyclopedias and almanacs. Sixth grade topics cover: Cataloging, More about libraries, and Different types of libraries.

One teacher-librarian, Mrs. Yamada at Kyonan Elementary School in Tokyo, publishes a monthly newsletter from the library to the students. Each newsletter contains a message from the library, library skills goals for the month by grade level, a quiz on various books at different grade levels and usually some other monthly news. One month the newsletter listed the names of the library committee members selected from each class. Another newsletter told of the visit of a

public librarian to all third grade classes. The librarian brought a box of forty-eight books to share with students and urged them to visit the public library where they could check those books out. One month the newsletter requested students to suggest books for possible purchase for the library. Students were asked to write the title, author and publisher, if possible. Another month the teacher-librarian provided a list of suggested titles students might purchase with New Year's money.

The library skills goals suggested for primary grades are learning to identify fiction and non-fiction books and learning the location of those in the library. Upper grade students are urged to learn the basic classification system, the NDC or Nippon Decimal Classification, based on the Dewey Decimal Classification with some modifications. A chart showing the classification is found in most libraries.

NDC

000-reference, misc.	500-technical science
100-philosophy	600-industrial science
200-history	700-art/recreation
300-social sciences	800-language
400-natural sciences	900-literature

Although all libraries have a card catalog, it is not often used. Subject cards are almost non-existent because of the time and labor involved in making them. Card catalogs are simply not used as they are in the West because of the heavy demands on trained teacher-librarians' time, and because students do not use the library for complex research projects. Since most students use the library under the direction of their homeroom teacher who may not have had library training, they are less likely to need or use the card catalog.

There are exceptions to this that may be found in private

schools which can afford to hire a full time library teacher. One librarian, Kohei Murakami at Atomi Girls Junior and Senior High School has written a pamphlet on the use of reference materials in the library. This pamphlet describes the searching methods a student must use to locate materials. Illustrations show the card catalog and sample author, title and subject cards. Other illustrations demonstrate the correlation between the catalog cards and location of the books on the shelves. The pamphlet clearly explains the different divisions in the classification system and provides definitions for each sub-unit.

The guide written for use of the Atomi Gakuen School Library includes hours of operation, circulation procedure, size of the book, magazine and newspaper collection and seating capacity.

Typical of the emphasis on reading guidance are the topics on why must we read, reading classics, what shall we read first, what is excellent literature, reading between the lines, reading novels, improving your reading speed, and how many books can you read in a lifetime.

Maps of the library facility are often included in a guide on use of the library. The example from Atomi Gakuen uses humorous cartoon figures to illustrate the location of books and other uses of the library. All three floors of this extensive library are shown.

Another graphic guide traces the process of manufacturing a book from raw paper to the final product, a book in the hands of a reader. The use of graphics often is included in library guides, newsletters and pamphlets.

Keio private elementary school in Tokyo also utilizes simple line drawings to describe its modern library/media

center. Students are shown in typical use of the library, taking notes and using books for research. Also included in this graphic guide are all the atypical uses which may be found in this modern facility. Students are shown using the clipping file, playing educational games and observing replicas. Other illustrations include the use of a variety of media equipment such as the overhead projector, slide projector and viewer, filmstrip viewer, tape recorder, record player, listening center and even a typewriter for student use. This private school is not typical of the public school library program in most areas of Japan.

Karasuyama Lower Secondary School publishes a guide entitled Our Reading and How to Learn. This publication for a junior high in the Tokyo area includes student work. One article written by a student covers the topic of book impression about reading. Also included is the book impression written for the Commencement Ceremony. The Minister of Education selects the best book impression of the year in an annual contest. That award winning book impression is also printed. Original composition by students are included with their illustrations. Also provided is the list of recommended books selected by the Japan School Library Association. Summaries accompany the selections which are arranged by grade level and special interest.

Chikushigaoka Lower Secondary School in Fukuoka publishes a guide called "How to Use Our Library." Included in this guide is general information about the library, a chart showing the NDC and an explanation of each classification. A list of fifty recommended books including the author, title, publisher, and Nippon Decimal Classification is presented. Space is provided for students to keep a record of the books

they read. A reading record is characteristic of the Japanese school library program. In the Chikushigaoka guide, the reading record includes classification number, title, author, and date checked out and due.

Each library publishes lists of recommended books. It is this specific reading guidance which typifies Japanese school libraries. At Karasuyama Lower Secondary School, Mr. Kurosawa prepares a guide for students which includes books from areas of the school curriculum recommended by each teacher of that subject area. In this instance, teachers wrote summaries of their recommendations. Often, as in this case, space is provided for students to write their impressions of the ones they complete.

Ryuchi Lower Secondary School in Kyoto has published a booklet designed just for writing book impressions. Each page includes a space for students to write the check out and due date, author, title and their impression of the book.

A simple chart from Kyonan Elementary in Tokyo is designed for primary grade students. A reading tree is printed on newsprint with large blank leaves. Students are asked to color the leaves to represent each different type of book read. Story books are colored red, blue is used for picture books, white is for non-fiction or study related books, green is for biography and yellow is for magazines. On the other half of the paper, spaces are provided for students to write the title, author, color code for classification, date started and finished, and a short comment about the book.

Many schools print individual student reading record cards. Waseda Boys School in Tokyo is an example. Their chart includes the title, author, publisher, and the source for obtaining the book. Categories include "own the book,"

"checked out from the school library," "borrowed from a friend," and "other." An example used to illustrate its use shows most books read were purchased or borrowed from a friend and other, and none were actually checked out from the school library. According to Hisayuki Ishimatsu, reference librarian at the University of California at Berkeley, many students do not like to borrow used books handled by many people, and prefer to own the book or borrow from a friend.

A guide from Atomi Gakuen lists titles of books recommended by curriculum area. Information included is the author, title, publisher, and recommended grade level. A brief summary accompanies each recommendation.

Kyonan Elementary prepares a list of recommended titles by grade level. The sample for first and second grade includes the title, author, and provides a space for students to check those read.

A sample book impression form at that grade level asks students to write the classification number in the correct location, title, and author. A generous space is provided to illustrate a portion of the book. Wide spaces allow comments about the book. Also included is a space for students to write their name.

The sample book impression form for fifth and sixth grade students is similar, but more information is required, and more lines are provided to write additional comments.

Color-coded reading cards are used at Chimaya Elementary School in Fukuoka. They are printed on heavy card stock and allow space for the date checked out and due, classification number, title, and the date returned. Upper grade students are required to write the author's name and a comment about each book.

Each school has some system of recording the name of books students read as well as the dates they read them. Besides the individual tracking sheets used in many schools, others use a system of individual book cards. Each time students check out a book, they write their name on the book check-out card, and write the name of the book on their personal reading record card. Some schools have reading record cards color-coded by grade level. At graduation schools may present the students with their personal collection of reading record cards. To commemorate this activity, the Japan School Library Association publishes a special envelope. The envelope itself is usually a pastel color, and imprinted with leaves, bamboo or other traditional design. A card with an inspirational message concerning reading is also enclosed with the student's book cards.

Besides the numerous guides to help students in their selection of materials, other guides are written for use by teachers and parents. Some schools publish a complete staff manual which includes the topics of ordering, processing, scheduling, sample library skills lessons and techniques for teaching reading guidance. Many of these guides are written using suggestions from the Ministry of Education handbook.²¹

Some guides are written by the municipal educational agency such as one published by the Kyoto Municipal Educational Committee. It publishes a complete manual for school library procedures for teachers. Included are the directions for teaching students to fill out individual reading record cards and book cards. An illustration indicating the differences is shown.

Kyoto Municipal Research Group, Division of School Libraries, also publishes its own list of recommended books

for middle schools. One page each is allocated for easy, average and challenging books. Examples of easy reading at middle grades are Sherlock Holmes and Edogawa Rampo, the Edgar Allen Poe of Japan. Average difficulty selections include Steinbeck's Red Pony and Soseki's I Am a Cat. Challenging books include Watership Down and a Hermann Hesse novel. Information given includes author, title, publisher, cost and Nippon Decimal Classification.

Parents may also be involved in receiving lists of recommended books. Kyonan Elementary publishes a guide for parents and teachers introducing them to recommendations and new arrivals in their library. One page each is allocated for primary, middle and upper elementary grades. Each selection includes the author, title, publisher and cost. Because many parents and teachers will use this list to make purchases, this information is important.

Chikushigaoka Lower Secondary School of Fukuoka prepares an extensive guide for the teachers of their school. Unique to their guide is a list of books recommended for large group reading. Selections include the title, author, publishing date, number of pages and the number of copies available.

The school PTA or Parent Teacher Association may also be involved in reading guidance activities. Most schools have an active PTA, and in some schools the PTA has a room of their own and library materials. The school teacher-librarian works with the PTA leaders to select books the students are reading in guided reading activities. They may use a manual, such as the one from Tengachaya Middle School in Osaka to learn about directed reading.

A concern with statistics may be seen in examples

of some of the guides used. In the handbook from Namiyoke Elementary School in Osaka, a chart shows the number of books checked out by Nippon Decimal Classification. Hoen Elementary in Kyoto prepares a simple fact sheet about the location of the school library, size, seating capacity, number of books by NDC, annual budget, annual number of acquisitions, and a statement about book selection.

In order to gather monthly statistics reported in annual reports, some schools have monthly class record sheets for reading. Students' names are listed in the left column, with boys listed in the first half and girls listed in the second half. The number of books checked out on any day of the month may be recorded on this chart. The second side of the chart provides spaces to record classification of the books checked out. This record sheet could provide usage comparisons by classification and sex.

The student library committee plays a role in reading guidance activities also. The teacher-librarian is responsible for the committee. Members are chosen with one or two representatives selected or elected from each class. These students meet the teacher-librarian and arrange a schedule for their service to the library. They serve on a rotating basis at lunch time and after school or, in some special cases, during the school day. The most actively involved students are those in elementary and lower secondary school rather than older secondary school students. The pressure of cramming for entrance exams precludes many other activities.

Library committee members assist the library in numerous ways. As the representative to the library from their homeroom, they communicate information back to the class. They contribute to the monthly newsletter with art, original stories, reviews of favorite books, or their impressions of

recommended books. Other committee work consists of compiling information for statistical reports, cleaning and caring for the library, and participation in circulation procedures. Committee members participate in the promotion of the library to the rest of the student body by making posters to advertise library activities. They may also participate in the Reading Circle which is a book discussion group. Specific recommended books are read, and members analyze the books and share their impressions. Their comments may be reported in a future newsletter. Committee members may also take field trips to public libraries, printers and publishers. In one area of Fukuoka Prefecture, a local library association sponsors an overnight excursion for library committee members.

Participation on the library committee seems to have a lasting favorable impression on participants. Mr. Shinichi Watanabe asked library science students in his Doshisha University classes to write about library experiences they had in school. Those with the most favorable experiences were ones who had served as library committee members.

Another major influence on reading guidance have been the projects promoted by the Japan School Library Association, under the direction of Mr. Tomohiko Sano. In October it conducts National Reading Week activities in conjunction with a national newspaper, the Mainichi Shimbun. During that week the results of many of the surveys JSLA conducts in schools across the nation are published in the newspaper.

The surveys include questions given to students from grade four through twelve. Directions ask the student to write their name and circle their grade level and sex, although their identity remains confidential. They are asked to report the number of books read during the month of May, and the names of those books. They are asked in a separate question to tell

the number of magazines and names of those they have read.

Attitudinal questions are also given regarding a comparison of books to magazines. Possible responses include:

- 1) I like them very much; 2) I like them all right;
- 3) I don't care for them much; and 4) I hate them.

Other questions involve personality traits of the student. Respondents are asked to circle as many traits as apply about things they do not like about themselves. Possibilities include: 1) I worry about little things; 2) I get nervous in front of people; 3) I am selfish; 4) I am a vain person; 5) I am presumptuous; 6) I am not good at any sport. Fifteen other characteristics are also listed.

The use of school and public libraries is asked, as well as the use of bookstores. Frequency of borrowing, loaning, and purchasing materials is examined. Attitudes toward comic books, treatment of textbooks, and characteristics of favorite bookstores is also solicited.

When the results of these surveys are reported in the Mainichi Shimbun, a clear profile of a typical Japanese student emerges. The most popular books are listed by grade level and sex. Trends in reading habits can be seen. In 1979 there was a tremendous boom in the magazine business. During that time and for several years the reading of books trailed magazine reading. However, by 1982, and continuing in 1983, the trend changed. The survey results indicate that sales for magazines have dropped below that of books for primary students, but remained somewhat ahead for junior high students.

Statistics reported in 1982 indicate the average student in primary schools reads 4.7 books each month, although 7% reported they had not read any books. Eleven percent had read more than fifteen books each month. In 1970 when the

same newspaper reported statistics, seventeen percent had not read any books for the month at that level.²³

At the junior high school level, students reported reading only 2.2 books and 42% reported they had not read any books for the month. Reasons given for the dramatic decline in book reading at that level is that their life has changed from that of the primary age student whose life is centered around family, television and books. The junior high student spends more time with friends, radio and magazines.

Another obvious reason for the decline in book reading for junior high students is the tremendous pressure for preparation for their entrance exams which determine their academic career and subsequently their future. Students at this age spend the small amount of free time available socializing rather than reading books. When they do read, they will choose a magazine rather than a book.

When students were asked why they did not read more books, 38% of the primary age and 59% of the junior high students indicated lack of time. Thirty-four percent of the primary age students and 31% of the junior high age students reported they had no interest in reading.

Survey results closely paralleled comments from librarians and parents. The older the students are, the less time they will have for reading. There was a close correlation with the most popular books listed in the survey and those mentioned frequently by librarians and parents. The Lupin series by Maurice LeBlanc, Edogawa Rampo series, Totto-Chan, Little Girl at the Window, Botchan and I Am a Cat, and The History of Japan were all listed as favorites by students of both sexes and different ages.

Fourth grade boys also chose The Story of Edison,

and a book about a Chinese cartoon monkey. Girls reported other favorites. The Story of Helen Keller, Madam Curie, Aesop's Fables, Anne of Green Gables, and Twenty-Four Eyes were included in their favorites.

In the spring, JSLA participates in Children's Reading Week. It also conducts a national reading contest and a contest for the best pictorial impression of a book.

In May of each year the Association announces the list of books to be read for the National Book Essay contest. Students read books from the recommended list, and write an essay about their impression of the book. Local schools and municipalities select area winners during the months of July and August. In February of the following year, just before the end of school in April, winners are announced by the Minister of Education. The Crown Prince and Princess are present at award ceremonies.

These activities by the Japan School Library Association are only a portion of the services provided to teacher-librarians. The organization has published many books and pamphlets for school librarians. JSLA also publishes a monthly periodical, "School Libraries" and another newsletter, "News of School Libraries," available every ten days. These publications feature articles about reader guidance, library supplies, audio-visual aides, book publication, promotion of children's books and news about some of the national contests it sponsors.

School teacher-librarians in Japan participate in other library associations as well. The Japan Library Association has a School Library Division. Japan Board on Books (JBBY) has its offices and displays in the Japan Library Association building. Individuals may belong to local associations or to private school groups. Members often meet to discuss new

books and issues related to book selection and reader guidance. They prepare book reviews which may either be shared verbally or printed in one of the association newsletters. They write articles, gather statistics and judge book impressions written by students.

Although the school libraries in Japan may not have met the full potential as conceived by library professionals in that country, they demonstrate a commitment to reading guidance which is reflected in a library program revolving around the teacher-librarian, students, staff and parents. Japanese school libraries are truly partners in teaching reading.

Acknowledgements

I wish to thank Mrs. Meiko Nagakura at the National Institute for Educational Research for her kind invitation to study at that facility. Her generous assistance and friendship made this study of elementary school libraries possible. I wish to thank Mr. Tomohiko Sano of the Japan School Library Association who arranged visits and assistance in the areas outside of Tokyo and Kyoto. Mr. Shinichi Watanabe made my visit to Kyoto both educational and enjoyable. I remain grateful for his thoughtfulness and assistance. I also wish to thank Mr. Yutaka Taniguchi, Ms. Yoko Nishida and Mr. Karasumi of Osaka for their help and friendliness. In Fukuoka, Mr. and Mrs. Nagakura and Mr. Katsumi Kubo and many others contributed toward that visit. Mrs. Ryoko Winters of San Francisco State University, Mr. Kohei Murakami of Atomi Gakuen, and Mr. Hisayuki Ishimatsu brought meaning to the stack of materials. I am grateful for their translations.

List of Places Visited
People Interviewed
and Translators

TOKYO

Mieko Nagakura - translator

National Institute for Educational Research	Mr. Hiroshi Kida, Director Ms. Mieko Nagakura, Sr. Research
Japan Library Association	Mr. Hitoshi Hurihara, Sec. Gen.
Japanese Board on Books for Young People (JBBY)	Mr. Yosuo Tanaka, Secretary
Japan School Library Association	Mr. Tomohiko Sano, Chief, Sec. Gen. Mr. Yoshiro Kasahara, Director Mr. Yukihiro Kasagi, Director
Tohan (book wholesaler)	Mr. E. Tanabe Mr. Waragai
Gakko Tosho Service Co.	Ms. Kazuko Watanabe, Director
Karasuyama Lower Secondary School	Mr. Hiroshi Kurosawa, teacher, librarian
Keio Private Primary School	Mr. Motoo Takahashi, librarian
Yotsuya Lower Secondary School	Mr. Hideo Imamura, teacher, librarian
Aoyama Gakuin University	Ms. Setsuko Koga, professor
Kyonan Elementary School	Ms. Setsuko Yamada, teacher, librarian
National Diet Library	Mr. Tsutomu Sato
Keio University Library	

KYOTO

Shinichi Watanabe - translator

Hoen Elementary School	Mr. Minoru Kimura, teacher librarian
------------------------	---

Ryuchi Junior High School	Mr. Kazue, English teacher Ms. Taniguchi, teacher, librarian
Doshisa International Sr. High	Mr. Kunio Nii, Principal Mr. Hidemoto Shimohara, librarian Ms. Aya Yamada, library clerk Mr. Hillel N. Weintraub, skills resource teacher
Kyoto Educational University	Mr. Shinichi Watanabe, professor
Doshisa University	Mr. Shinichi Watanabe, professor

OSAKA

Ms. Yoko Nishida, Mr. Yutaka Taniguchi, Mr. Karasumi - translators

Osaka Municipal Library

Hobunsha Printing Company

Namiyoke Elementary School	Mr. Kitada, teacher, librarian Mr. Kaoru Tagi, Principal Mr. Mizoguchi, Vice-Principal
Bunken Shuppan Publishing Co.	Mr. Shinichi Nakamura, Sr. Editor
Tegachaya Lower Secondary School	Mr. Ogawa, Principal Mr. Tadashi Moriguchi, Vice Principal
Kitateshima Kindergarten	Mrs. Yoyoko Yoshinaga, Principal

FUKUOKA

Mr. Akinori Nakagawa, Mr. Katsumi Kubo, Mr. Fukunaga,
Mr. Aichi Tamura, Mr. Kizuko - translators and hosts

Chikushi Junior High School	Mr. Hidetoshi
Shime Minami Primary School	
Hisaya Junior High School	Mr. Toshiaki Kurose

NAGOYA

Susan Snyder Hasegawa - translator/hostess

Nagoya Prefectural Kindergarten

REFERENCES

1. Welch, Theodore. Toshokan, Libraries in Japanese Society. Chicago: American Library Association, 1976, pp. 156-163.
2. Suzuki, Yukihiisa and May T. Suzuki. "Japan." In Miles M. Jackson (ed.) International Handbook of Contemporary Developments in Librarianship. Westport, Connecticut: Greenwood Press, 1980, pp. 207-208.
3. Suzuki, Kiyoko. "Views from My Experiences as a School Librarian." Library and Information Science, No. 11, 1973, p. 105-111. (text in Japanese)
4. Fukagawa, Tsunenobu. "Historical Development of School Library Law in Japan." Library and Information Science, N. 13, 1975, pp. 13-30. (text in Japanese)
5. Suzuki, Yukihiisa and May T. Suzuki. op. cit. p. 207.
6. Watanabe, Shigeo. "School Libraries in Japan." In Jean Lowrie. School Libraries, International Developments. Metuchen, New Jersey: Scarecrow Press, Inc., 1972, pp. 128-136.
7. Welch, Theodore. op. cit. p. 156.
8. Watanabe, Shigeo. op. cit. p. 208.
9. _____. "Japanese Public Library Development in the Meiji Period." Library Science, No. 4, 1966, pp. 107-119.
10. Shimizu, Hideo. "Publishing." Kodansha Encyclopedia of Japan. Tokyo, 1983, p. 267.
11. "The Press." The Far East and Australia, 1983-84, 15th ed. London: Europa Publications, 1983, p. 454.
12. Shimizu, Hideo. op. cit.
13. Welch, Theodore. op. cit. p. 156.

14. Suzuki, Yukisa and May T. Suzuki. op. cit. p. 208.
15. Japan Library Association. Libraries in Japan. Tokyo, 1980, p. 6.
16. Welch, Theodore. op. cit. p. 160.
17. Nagakura, Mieko. "A Comparative Study of School Library Administration and Management Systems: England, the United States and Japan." Library and Information Science, No. 9, 1971, p. 249.
18. Tsutsui, Yoshiko. "School Libraries in Japan Past and Present." Libri, 1972, vol. 22, No. 2, pp. 114-119.
19. Watanabe, Shigeo. "School Libraries in Japan." op. cit. p. 130.
20. Suzuki, Yukisa and May T. Suzuki. op. cit. p. 208.
21. Welch, Theodore. op. cit. p. 158.
22. Ibid.
23. Ibid.

PARTNERS IN TEACHING IN THE ELEMENTARY SCHOOL

Lois Lum and Karen Muronaga

What is the Teacher-Librarian Partnership?

- A. Introduction
- B. Elements

Examples of Collaboration

- A. Get Lost in a Book, Get Into Books
(Book Week/Appreciation of Resources)
- B. Best of Times . . . 1984
(6th Grade Yearbook/Retrieval of Information)
- C. All About Me, Autobiography
(Self-concept/Use of Information)

Where Did It All Begin?

- A. Ten years ago - Library skills were taught without collaboration.
- B. Kaelepulu School
 - 1. Developing the teacher-librarian partnership
 - 2. Using the process
 - 3. Working together on the Explorers' Unit, Brochure (The States) Unit and the Life Cycle Unit

What Are Some Common Concerns About The Teacher-Librarian Partnership?

- A. Scheduling
 - 1. Flexible vs. fixed scheduling
 - 2. Allowing for borrowing time for students

- B. Time
 - 1. For planning and meeting together (teacher(s) and librarian)
 - 2. For preparing specific lessons
- C. Resources
 - 1. Public Library
 - 2. Neighboring School Libraries
- D. Communication
 - 1. Understanding the role of the school librarian
 - 2. Sharing responsibilities: who does what?
who should initiate?
 - 3. Each person is unique!

Summary

- A. Benefits
- B. Helpful hints

THE TEACHER, THE LIBRARIAN, AND THE FOREIGN STUDENT: PARTNERS IN OVERCOMING LIBRARY SKILLS DEFICIENCIES

Stephen R. Simpson

Hampered by a number of cultural problems, foreign students face an adjustment to American academic libraries which has been largely ignored by librarians and educators alike. A library skills instruction program for foreign students, such as the one at Hawaii Pacific College which employs a unique integration of library skills and the research paper writing process, attempts to overcome these problems and exemplifies the necessary partnerships between librarians and instructors.

Introduction

Only within the last two years have several articles appeared in the professional literature that recognize a need to sensitize an increasing number of American academic librarians to a little studied and little understood population of college and university library users--the foreign student.^{1,2} These articles have pointed out that, in general, academic librarians have not paid much attention to this population's unique problems. Librarians in the United States have intensely studied and written about the needs of special user populations such as the handicapped, the disadvantaged, the elderly, minority groups and the adult learner. However, little discussion and investigation of foreign students' needs have appeared.

Librarians are not alone in ignoring the foreign student. Educators also have largely overlooked this population. A survey of the literature from 1965 to the present "revealed only a handful of articles relating to foreign students and higher education, most of them with only a peripheral

mention of the library's role or of foreign students' experiences in libraries."³ Furthermore, in other articles which describe college orientation programs for foreign students, only a brief mention of libraries is made. Typically, these general orientation programs devote only a one-hour session on the library. "In short, the literature does not have much to say about foreign students in general, and what it does say says even less about libraries."⁴

Foreign Students in the United States

The foreign student population entering American institutions of higher education in the 1982-1983 academic year rose by 3.3% over the previous academic year to a total of 336,985, according to preliminary figures from the Institute of International Education as reported in the Chronicle of Higher Education.⁵ While this is a decrease, in comparison to a 10% a year growth rate experienced in the 1970s, the total number of foreign students spread widely throughout the U.S. is viewed with some interest by a select number of educators and librarians in light of the declining enrollment rate presently experienced by many U.S. institutions. Richard Berendzen, President of American University, predicts that by the 1990s, "the presence of foreign students could be one of the most powerful themes in American higher education."⁶

Dispersed among a growing number of institutions scattered throughout the U.S., foreign students pursue degrees predominantly within the academic fields of engineering, business administration, sciences, mathematics, and computer and information sciences. In the 1982-1983 academic year, fifty countries were identified as having more than 1,000

students in the U.S.; with Iran, Taiwan, Nigeria, Venezuela, Malaysia, Canada, Japan, India, Republic of Korea, and Saudi Arabia being the top ten represented countries.⁷ Traditionally, foreign students in America have come predominantly from European countries. However, today they come increasingly from Third World or developing nations. Of continuing interest to us in Hawaii is the representation from Pacific Rim and Far Eastern countries such as Malaysia, Taiwan, Japan, Republic of Korea, Hong Kong, Thailand, China, Vietnam, India, Indonesia, Pakistan, Philippines, Singapore, and Bangladesh. Also to this group should be added the recently formed political states comprising the Trust Territory of the Pacific.

At the public service desks of our academic libraries we are witnessing an increasing number of foreign students requesting assistance in using the library. These students must cope with a variety of social, economic and cultural dissimilarities in addition to the American education process. The adjustment to American academic libraries is only one small part of the total adjustment. However, it is an adjustment that is oftentimes disturbing, frustrating, intimidating, and difficult for foreign students, especially for those from the countries represented here in Hawaii.

Two studies, one conducted by Mary G. Lewis⁸ and the other by A.R. Hagey and Joan Hagey,⁹ highlight the fact that foreign students often feel unsure of their ability to use American academic libraries. What problems contribute to this insecurity? What are foreign students' perceptions of American academic libraries that hinder their effective use of them? What are the characteristics of a library skills instruction program, such as the one conducted at Hawaii Pacific College, that assist foreign students to overcome

this insecurity? What are the necessary and desirable partnerships between librarians and instructors to ensure a workable program to overcome the library skills deficiencies of foreign students? Finally, what possible partnerships among academic and school librarians can be initiated to ensure that students do not acquire a phobia about academic libraries which frustrates their successful preparation for and competition in the education process? It is to these questions I will address the remainder of this paper.

Problems Affecting the Ability of Foreign Students To Use American Academic Libraries

Communication--oral, written, and nonverbal--appears to be the number one obstacle prohibiting effective library use by foreign students. According to Terry Ann Mood, "there is a belief among academic librarians that foreign students have a sufficient command of English to cope with the college environment."¹⁰ However, students who pass the TOEFL (Testing of English as a Foreign Language) exam do not have adequate language skills. The TOEFL exam is used to measure a student's capabilities in English. It is indicative only of written skills and tends to compare the foreign student's knowledge of English with that of other foreign students. Therefore, many foreign students have less than half the reading speed of American college students, and experience similar oral and comprehension difficulties. Also, a number of cultural differences such as role models, national cultural politeness, the concept of time, and the idea of stratified social status have been identified as impediments to effective communication.¹¹

Body language, a type of nonverbal communication, is also

a barrier to effective communication. The importance of the body language we employ in our daily interactions can be substantiated by the number of mass market "self-help" books published today. Yet, it takes a great deal of sensitization to the importance of body language, and a conscious effort to pay attention to the unconsciously employed body language we use daily. How one stands, walks, gestures, or even the physical distance between individuals may be perceived by the foreign student as having unintended meanings.¹²

Identified as associated problems which face the foreign student are learning styles and behaviors. Not every nationality learns alike. In American society, questioning is used as a teaching strategy from a very early age. In many foreign cultures, students learn by observation and imitation. This learning style continues into their educational setting and we see this style frequently carried into the American college classroom. Japanese, Chinese, and Middle Eastern students are usually verbally passive, may only respond to direct questioning, and learn by observation, practice, and memorization. Contrast this to American students who are usually assertive, verbal, learn by question and answer sessions, and class discussions.¹³

The cultural values applied to group versus individual success also inhibit effective library use. In many cultures, where the family or extended family is pivotal, individual identity and accomplishment is far less important than group achievement. Whereas American students are taught to be self-sufficient in a library, the idea of self-sufficiency in a library is not generally understood by most foreign students. Therefore, they are at a distinct disadvantage when confronted with an educational system which encourages independent thought, research, creativity and learning.¹⁴

Finally, other differences between American and foreign students can be identified. Classroom behavior may vary greatly. Excessive talking to a fellow classmate during a lecture is commonly interpreted by American instructors as rudeness or disrespect, whereas in some foreign classrooms, it may be an accepted behavior. Situations of irregular attendance or lateness may be experienced. Students from countries where supreme emphasis is placed on the final exam may ignore various other assignments. Certain foreign students may find the West's use of homework assignments an invasion of their privacy. Some students may even succumb to extreme test anxiety to the point of endangering their physical as well as mental health. The act of plagiarism, its significance and its unacceptability in scholarship, is in many cases unknown to foreign students.

Foreign Student Perceptions of American Academic Libraries

Based upon my professional experiences in working with and teaching library skills to foreign students during the past six years, I think I can best describe the initial reaction of foreign students to American academic libraries in one word--Bewilderment! While students from Western European countries may have social, educational and library backgrounds similar to American students, students from Third World or developing countries are not acquainted with similar social, educational or library backgrounds.

In comparison to most academic libraries in the U.S., many developing country libraries are small with a limited number of books for student use. In most cases, the limited number of books are not even available for borrowing. Except for the prescribed text, few books may exist; therefore, foreign students may have never consulted a written reference

source beyond the text book. Many of the generally used basic research and bibliographic tools known to American students are uncommon or are unavailable to these students. A classification system never before encountered is a problem to foreign students. The concept of American library service, with its emphasis on public service employing new automated technologies, and encouragement of independent study may be something very new and somewhat intimidating. The concepts that the library is just not a study hall; that the vast amount of information and the means to obtain it is available without many restrictions; and that the academic library has an educational role, are beyond uninitiated foreign students' understanding. Therefore, foreign students enter the American academic library with little appreciation for its value, its resources, and negligible experience in use of a good library.¹⁵

Library Skills Instruction to the Foreign Student

While reports on library skills instruction programs for foreign students have been few, suggestions have been made as to what libraries can do to serve this special population. Libraries which lack staff and budget to undertake thorough programs, or lack the number of foreign students to justify the time and budget outlay, can provide staff-development programs designed to educate the staff in the special needs of this group. Staff-development programs can take many forms, but in general they can influence and expand the library's service in the areas of reference service, library instruction not specifically set up for foreign students, and general attitude.¹⁶

For libraries with both a substantial foreign student

population and the desire, specialized handouts in foreign languages, the purchase and promotion of materials about the students' home countries, or the appointment of a staff member to act as a liason librarian providing outreach services to the foreign student community can be explored.¹⁷

The major suggestion from the foreign students themselves to improve library service involves library instruction: either special orientation sessions about the library, most specifically small group library tours emphasizing practical aspects, or classes in research methods.¹⁸ It is the latter approach that Hawaii Pacific College has chosen and for which a well-organized, smoothly operating library skills instruction program for foreign students has been developed. It is a unique program which has served as a model for at least one other institution. We feel it best assists foreign students to overcome their library skills anxiety, lessens the problems of adjustment to a "foreign" education system, and best displays a partnership between instructors and librarians.

The Hawaii Pacific College Library Skills Instruction Program For Foreign Students

Founded in 1965, Hawaii Pacific College is a private, four year accredited coeducational institution of higher education offering bachelors degrees in business administration, liberal arts and computer science. Additionally, it offers associate degrees in management, supervisory leadership and data processing technology. The enrollment of over 3,100 students on its main downtown Honolulu campus and military installation campuses distinguishes Hawaii Pacific College as the largest private institution of higher education in the State of Hawaii. It further provides Hawaii with a unique

educational experience at the Crossroads of the Pacific. When I spoke of our "downtown Honolulu Campus," if you had visions of the usual grassy lawns and tree-shaded acreage filled with red brick buildings, I misled you. Instead, the campus comprises many leased floors in a variety of low- and high-rise towers dedicated to international finance, insurance, export-import businesses, etc., located on Bishop Street, the main thoroughfare in an exciting, fast paced downtown Honolulu.

The College's library, Meader Library, is actively involved in several library skills instruction programs offered throughout various levels of the curriculum. By far, the largest library skills instruction program is the Meader Library Library Instruction Unit which all students in the Freshman English composition course are required to take. The Meader Library Library Instruction Unit is based upon the model program conducted by Leeward Community College, a campus of the University of Hawaii system.¹⁹ This unit employs a self-instructional "hands-on" methodology using a series of four instructional pamphlets and workbooks. With these instructional pamphlets and workbooks, students progress through a self-guided library tour, use of the card catalog, Library of Congress subject headings, and periodical literature indexes. The students are tested by multiple-choice question tests for their comprehension of the material. Students in the remedial English reading course receive orientation to the library and instruction in preparing an annotated bibliography. In the Freshman literature course, students receive term paper writing instruction which reinforces library skills previously learned in the composition course's library skills instruction unit. As part of the instruction in term paper writing, the library makes two

presentations involving preparation of the preliminary bibliography and evaluation of materials. Students in business administration receive a one-hour introduction to basic business information sources which is reinforced by an in-the-library exercise requiring the students to use different sources to answer hypothetical information problems they could encounter in upper-division courses or in the real world of work. Other courses throughout the curriculum include library-related assignments for which library assistance handouts and presentations are made. Library skills instruction for foreign students is done through an associated program offered by the College called the English Foundations Program (E.F.P.).

The English Foundations Program is an intensive English as a Second Language program. It is one of the largest programs of its kind in Hawaii and as a credit program, it has two main purposes. One is to help and prepare those students who desire to complete the Bachelor of Arts or Science Degree and who need improvement in their English language skills. The other goal is to provide serious English language training to nondegree students who desire improvement of the English for work or personal development.²⁰ The program is offered in four levels--basic, lower intermediate, upper intermediate, and advanced. Each level presents the basic English language skills of speaking, listening, grammar, reading, and writing. The majority of foreign students enrolling at Hawaii Pacific College are required and, in some cases, encouraged to take the final advanced level course number EFP 139.

EFP 139 is a special study skills course offered as the last course at the advanced level. Appropriately called, "How to Survive in College," this course is designed to

teach foreign students the essential skills needed for successful college work. Among the units covered are time-management skills, test-taking, use of the library, and step-by-step instruction in writing a documented research paper.

The teaching of library skills within this class is not done as an unrelated, separate unit. Rather, it is integrated within the step-by-step instruction in writing a research paper. Bibliographic instruction practitioners have stated that the teaching of library skills is most effective when integrated into an assignment. Integration makes the instruction more relevant to the student at time of critical need.²¹

Originally, library skills were taught within the EFP 139 course as a separate unit without any relationship to the research paper. However, it was felt that the desired results were not being achieved; and instructors and librarians were dissatisfied with the observable results. In January of 1981, the entire course structure was evaluated for its relevancy and effectiveness. As a result of this evaluation and discussion between librarians and instructors, the focus of the course was changed. It was decided to change the focus to the research paper writing process and integrate library skills instruction into it. The emphasis on the research paper was chosen because the writing of a research or term paper is a requirement common to most academic courses. Additionally, it is one of the most unfamiliar and misunderstood requirements and therefore, the most difficult for foreign students to learn.

The students are taught the research paper writing process in an approach we term "cycles." This approach allows the students maximum opportunity to practice the research process.

There are two distinct cycles. In the first cycle students, as a group, are led by the instructor through a structured research process working on one predetermined, librarian-approved topic such as stress, industrial robots, and the handicapped. The steps in this first cycle include a controlled introduction to the topic by either a lecture or film, and preparation of a thesis statement. A working bibliography, based upon a librarian-prepared selected bibliography, and a preliminary outline is accomplished. Notetaking and library skills are taught. A final outline is prepared, and writing of the paper in several drafts is completed. The integration of library skills instruction within the first cycle complements the instruction given by the teacher and most appropriately comes when the students need to learn the skills. The second cycle is much the same as the first, but by this time students have the necessary basic library skills to do the paper with less structured guidance, and attack the problem with more independent research.

Students are instructed in basic library skills through a series of five workshops. They are given a library orientation by means of a slide tour and an accompanying exercise which requires them to come to the library and identify various service areas, collections, and special features of the library. They learn how to use the card catalog; are introduced to Library of Congress subject headings; use the Readers' Guide to Periodical Literature, and participate in a workshop on reference books to answer ready reference questions, and to develop question-asking skills. Instruction in the identified basic library skills is accomplished by utilizing lectures, library workbook and class text reading assignments, in-class exercises, and in-the-library assignments prepared by the instructional librarian and instructors.

Each workshop is a full class period and is conducted by the instructional librarian who acts as the point of contact or liaison between the library and the foreign students. Pertinent vocabulary is first presented and defined in each workshop. Some of the vocabulary may have already been encountered by the students in a required pre-workshop reading assignment. Learning objectives are reviewed so that the students clearly understand what points of instruction will be covered with the workshop. Every attempt is made to generate interaction and dialogue between the instructional librarian and the students during the actual presentation of information. However, since it is known that foreign students will most often remain passive in responding to questions, greater emphasis is placed upon the use of in-class exercises to measure their understanding. The basic concepts to be learned are explained and are supported visually with the use of overhead transparencies. New skills and concepts may be introduced, and peculiarities of applying them to the College's library are explained, if necessary.

Reinforcement of the major points of instruction is always accomplished by the use of in-class exercises which are done immediately after a point of instruction has been presented. Most of the exercises are very simple. Yet, they test the students on fundamental skills necessary for effective library use such as alphabetical filing and distinguishing the difference between author, title, and subject cards.

Homework exercises are given to further ensure the students' understanding. These exercises are structured to provide "hands-on" experience in applying newly acquired skills and can be done by the students only in the library. The exercises provide them with "hands-on" experience in locating books by author and title access in the card catalog,

locating and retrieving books by their call number, identifying certain elements of bibliographic information found on a catalog card, determining appropriate subject headings by use of the Library of Congress Subject Headings, and locating books in the library's catalog on those subject headings, interpreting a number of periodical literature index citations and determining the availability of the cited periodicals in the library by use of our current periodical list, and locating a particular periodical in the library.

As each exercise is completed by a student, it is checked and initialed by a librarian at the Reference Desk during a student/librarian conference. The conference provides the librarian with the opportunity to judge the student's comprehension by asking him or her questions and in most cases, having the student explain the steps taken to complete the assignment to the librarian. Based upon the results of the conference, the librarian can further assist or instruct any student who continues to have difficulty on a one-to-one basis. Additionally, the librarian takes the opportunity provided by these conferences to find out about the student, his or her country of origin, how the student is progressing in class, etc. An additional benefit of the conference is the occasion to build a rapport with the foreign student so that he or she begins to identify the librarian as a person to turn to for assistance in using the library.

To assist in the instruction of library skills, the library has developed its own library workbook. It is the result of over five years of trial and error, coordination and cooperation. Also, it is the result of the library's increasing sophistication in bibliographic instruction and expanded knowledge of the needs of foreign students. Prior to 1979,

the exercises were given to students in handout form. Now, as the librarians look back on these initial exercises, we are amazed at the many erroneous assumptions we had about foreign students' library skills.

It was decided in the fall of 1979 that the exercises and handouts numbered a sufficient quantity to warrant the creation of a workbook. Additionally, a number of reading assignments were incorporated. These reading assignments were included because it was felt that the students should have some preparatory materials prior to the actual workshop. The reading assignments have intentionally been kept short since it is known that foreign students have only one-half the reading speed of American students. Furthermore, an evaluation form was included since any library skills instruction program needs to be continuously evaluated. This evaluation form has been an extremely valuable instrument for student feedback. It has served as the basis for further refinement in teaching library skills and making improvements in the workbook.

In the summer of 1982, the workbook underwent a major revision. All the exercises were reviewed, many revised, and new ones created to reinforce instructional and learning objectives. Knowing that most foreign students are unfamiliar with library vocabulary, a glossary of library terms was prepared. Since many overhead transparencies are used in the course of a workshop, a photocopy of each transparency is now in the workbook. While the learning objectives covered in each workshop were known to the instructional librarian and were stated in the workshop outlines provided to the instructors, generally students were not provided with this information. Students are entitled to know what they will be expected to learn or what they should have learned as a

result of the workshop and exercises. Therefore, the workbook now includes a specific listing of objectives for each workshop providing the students with benchmarks of learning. Finally, as a result of the revision, simple exercises and assignment instructions have been incorporated into the workbook to avoid ambiguity and misunderstanding.

The librarians and instructors feel that the course and the library's involvement in it incorporates many of the best attitudes and teaching strategies to assist foreign students in overcoming their adjustment to American academic education and libraries. Just the existence of the course and the recognition of the important role the library plays in it, indicates that we as librarians are fully cognizant of the problems encountered by foreign students. Utilization of several teaching strategies and the emphasis of "hands-on" experience meets the problem of differing learning styles. Through many of the library exercises and the actual process of writing a research paper, every attempt is made to nurture the idea of self-sufficiency in a library, in the academic process, and in the common academic requirement of the research paper. In the student/librarian conferences we endeavor to change foreign students' perceptions of librarians. Finally, as a result of this library skills program, an attitudinal change in foreign students towards the library as a whole is sensed by the librarians and instructors.

Partnerships among Librarians and Instructors

Partnerships of cooperation, respect and communication between instructors and librarians are important and necessary if any library skills instruction program is to be effective and successful. These partnerships are even more

important in a program especially devoted to foreign students. Clearly, both librarians and instructors have much to gain from each others' experience and expertise. Librarians, as the experts in library skills instruction, can take cues from instructors in establishing learning objectives and in evaluating the effectiveness of presentations' styles, especially in simplifying difficult library concepts into a manner easily understood by foreign students. Instructors can take cues from librarians as to what library and research skills need to be continuously reinforced so that more advanced skills can be taught later.

In some institutions, mutual partnerships may be more difficult to achieve than in others. At times, it may even seem impossible. The level of cooperation between the librarians and the EFP 139 instructors at Hawaii Pacific College did not crystalize overnight. It has taken over six years for the present level of involvement, cooperation, and understanding to be reached. Six years ago the library's only involvement with the class was a 30-minute library tour. Presently the library is responsible for teaching the five workshops to each section of the course, for creating the controlled topic selected bibliographies, for checking the workbook exercises, and for providing one-on-one additional instruction in the library when necessary. Fortunately, as the program has grown, the librarians have been able to prove that they can contribute significantly to it. The instructors are fully aware of the role and expertise of the librarians. The respect librarians have for the instructors and the respect instructors have for the librarians has been cultivated and solidified.

As in any program of this scope, both librarians and instructors must maintain open channels of communication and

a constant dialogue. This is necessary to ensure that the program's objectives are continuously met.

At Hawaii Pacific College, instructors, the instructional librarian, and the head librarian meet formally prior to the start of each instruction period for planning and scheduling the workshops, to review the previous activities, to exchange feedback and discuss any new developments, and to share items of mutual interest regarding program goals or foreign students. During the actual period of instruction, the instructional librarian and instructors meet informally before or after each workshop or in the Library.

Not only must mutual cooperation and partnerships exist between librarians and instructors, they must exist between the other librarians on the staff as well. Since other members of the library's reference staff are involved with this program in ways such as checking workbook exercises and conducting student/librarian conferences, they too must be kept aware of current and changing activities and understand the goals of the program. To keep abreast of activities, the instructional librarian prepares and distributes a weekly instruction update memo which highlights all the instructional activities, classes that are being presented, and any special items of interest which may impact upon the instructionally-related functions of the reference desk. To help the library's reference staff understand and appreciate the overall goals of the program, each reference staff member attends one series of the five workshops as an observer. This has proven most beneficial and ensures a united front and consistency in providing library skills instruction.

A third level or partnership is that between academic librarians and school librarians, whether they be in the United States or foreign countries. This is a long-range

goal, but one in which librarians can at least begin to take action. Obviously, I do not possess the magic wand which, when waved, will make us all one worldwide or even nationwide happy library family working in libraries of similar quality, possessing like collections, and having access to all information. Nor when waved, will the magic wand change our user's and nonuser's perception of librarians or libraries to appreciated institutions of learning with a definite educational role, maintained by well-trained, well-informed specialists. The economic, educational, political and cultural complexities of today's society do not allow this.

I suggest that one of the first steps to forming partnerships between school librarians and academic librarians, both in the United States and abroad, is to increase the awareness of each others' problems and activities by publication of appropriate articles in each others' professional literature. I also propose that school librarians and academic librarians, as groups, come together to discuss mutual concerns. All too often we work on our own levels and do not appreciate the fact that what is done in the school library affects what is done in the academic library. The degree of preparation a student receives in his or her elementary, intermediate and secondary education directly influences that student's success in higher education. The meetings I propose do not necessarily need to be large, formal, international or national association conferences. In fact, I recommend local-level or one-to-one meetings be held. In Hawaii, through the State Department of Education and the Hawaii Library Association, academic, school and other interested librarians have met to learn about and discuss the teaching of library skills. I would encourage more of this interaction.

Finally, I suggest that as librarians, we need to keep in mind that we must be ready and willing to assist individual users whether they be foreign students or not, be sympathetic to their needs, and readjust our attitudes if necessary.

Conclusion

Foreign students present an interesting and challenging problem to American academic librarians. Because of cultural, social, economic, and educational dissimilarities, foreign students face a difficult time in adjusting to American academic libraries. They are at a distinct disadvantage in competition with American students. As a whole, American librarians and educators have ignored foreign students. In those cases where general academic attention has been given to them, little has been said about their adjustment to American academic libraries or about programs which teach library skills. Hawaii Pacific College has attempted to meet this interesting and challenging problem through a library skills course which employs the best elements of instruction known to decrease foreign students' anxieties and difficulties in learning library skills. It is a program requiring various levels of partnership in order that the foreign students' introduction and assimilation into the American education system will be less traumatic.

REFERENCES AND NOTES

1. Terry Ann Mood, "Foreign Students and the Academic Library," RQ 22, No. 2 : 175-180 (Winter 1982).
2. Sally G. Wayman, "The International Student in the Academic Library," The Journal of Academic Librarianship 9, No. 6 : 336-341 (January 1984).
3. Mood, "Foreign Students," p. 176.
4. Ibid.
5. Malcolm G. Scullu, "Foreign Students' Increase Slackens to 3.3 Pet. in Year," Chronicle of Higher Education 27, No. 11 : 21 (9 November 1983).
6. Malcolm G. Scully, "One Million Foreign Students at U.S. Colleges Seen Likely by 1990," Chronicle of Higher Education 23, No. 8 : 1 (21 October 1981).
7. Scully, "Foreign Students," p. 21.
8. Mary Genevieve Lewis, "Library Orientation for Asian College Students," College and Research Libraries 30 : 267-269 (May 1969).
9. A.R. Hagey and Joan Hagey, "Meeting the needs of Students from Other Countries," Improving College and University Teaching 22, No. 1 : 42-44 (Winter 1974).
10. Mood, "Foreign Students," p. 177.
11. Wayman, "The International Student," p. 337.
12. Ibid.
13. Ibid., p. 337-338.
14. Ibid., p. 338.
15. Ibid., p. 339.
16. Mood, "Foreign Students," p. 178.
17. Ibid.
18. Ibid.
19. Floyd M. Cammack, Marri DeCosin, and Norman Roberts, Community College Library Instruction : Training for Self-Reliance in Basic Library Use (Hamden, Conn. : Linnet Books, 1979).

20. Hawaii Pacific College Catalog, 1983-1985 (Honolulu : Hawaii Pacific College, 1983), p. 83.
21. For a listing of publications supporting course-related and course-integrated library instruction, see Deborah L. Lockwood, Library Instruction : A Bibliography (Westport, Conn. : Greenwood Press, 1979), p. 133-137.

MYTHS AND LEGENDS OF HAWAII: SOURCES FOR THE STORYTELLER

Therese Bissen Bard

The Hawaiians are a Polynesian people who came to the Hawaiian Islands in two migrations, first from the Marquesas Islands and later from Tahiti. They brought with them their religion, their social system, and their culture. The Hawaiians share much of their traditional literature, therefore, with other Polynesian peoples. Most notable of the literature known throughout Polynesia are myths of the four great gods, called in Hawaii Kane, Ku, Lono, and Kaniloha, and legends of the demigod, Maui.

The Hawaiians also developed a literature of their own with characters either unknown or of little importance in other areas of Polynesia. Myths of Pele, the volcano goddess, and her youngest sister, Hi'iaka are local to Hawaii. Also unique to Hawaii are many local legends that are excellent material for storytelling.

Most sources of Hawaiian traditional literature that are available for storytellers today are retellings from a limited number of sources. The most important single source of Hawaiian traditional literature is the Fornander Collection of Hawaiian Antiquities and Folklore.¹ Abraham Fornander, the greatest collector of Hawaiian lore, was born in Sweden in 1812. He settled in Hawaii in 1842, married a Hawaiian chiefess from Molokai, and became a judge. He sent native Hawaiians on tours of the islands to collect all available Hawaiian lore. He also gathered material from noted Hawaiian scholars. For many years the collection remained untranslated and available only in manuscript form at the Bishop Museum. The Museum translated the collection and published it in both Hawaiian and English, however, completing this monumental work in 1920.

The Fornander Collection is frequently cited as a source by retellers of Hawaiian tales. David Guard, reteller of Hale-Mano, a Legend of Hawaii, cites the Fornander Collection first in the list of sources he used for his retelling.²

Hawaiian language newspapers are another source of traditional tales. This source, obviously, is only available to retellers who know the Hawaiian language, however.

Early writings of Hawaiian lore by Hawaiian scholars, especially the works of David Malo and S. M. Kamakau, have also been used by retellers.

Translators of Hawaiian legends have been N. B. Emerson, Thomas G. Thrum, William D. Westervelt, William Hyde Rice, Laura C. S. Green, Martha Warren Beckwith, and Mary Kawena Pukui. Scholars currently working with Hawaiian materials include Katharine Luomala, Samuel Hoyt Elbert, Bacil F. Kirtley, Dorothy B. Barrere, Theodore Kelsey, Rubellite Kawena Johnson, and Kalani Meinecke.

Nathaniel B. Emerson was born at Waialua, Oahu in 1839. He became a medical doctor but devoted much time to the study of Hawaiian literature, particularly of Hawaiian poetry. Two of his works are of interest to librarians, Unwritten Literature of Hawaii: The Sacred Songs of the Hula³ and Pele and Hiiaka: A Myth from Hawaii.⁴ Both are available in reprint editions. Pele and Hiiaka is not a single version of the myth but a synthesis of song and story of the volcano goddess and her youthful, appealing sister. Two librarians in Hawaii, Nyla Fujii and Brenda Freitas-Obregon, have used Emerson's synthesis of the myth as well as other sources to create dramatic monologues of each goddess telling her life story. They have used these dramatic monologues successfully in story-hour programs.

Thomas G. Thrum was born in Australia in 1842 and arrived in Honolulu in 1853. Thrum had little formal education, but in 1875 he began publication of the Hawaiian Almanac and Annual, later known as The Hawaiian Annual and

commonly referred to as Thrum's Annual. This publication appeared yearly under Thrum's editorship until his death in 1932.

Thrum's contribution to Hawaiian folklore is as an editor, compiler, and publisher of translations rather than as a translator.

Thrum published two volumes of Hawaiian legends, Hawaiian Folk Tales⁵ and More Hawaiian Folk Tales.⁶ Most of the legends in these books were reprinted from Thrum's Annual.

Thrum's greatest contribution to Hawaiian folklore is his editorship of the Fornander Collection of Hawaiian Antiquities and Folklore published by the Bishop Museum between 1916 and 1920. Although the quality of the translations has been criticized, the Fornander Collection is the most important repository of Hawaiian folklore.

William Drake Westervelt was born in Oberlin, Ohio in 1849. He moved to Hawaii permanently in 1899. By daily study with a native Hawaiian and diligent research, he made himself an authority on the ancient customs, beliefs, history, and legends of Hawaii. Between 1910 and 1923 he published a half dozen books on Hawaiian legends totaling over a thousand pages. Some of these titles are available in reprint editions.

William Hyde Rice, unlike Thrum and Westervelt for whom Hawaiian was an acquired language, learned Hawaiian as his first language. The son of a missionary teacher, he had no Hawaiian blood but he was born and brought up in Hawaii among Hawaiian boys and by a Hawaiian nurse. Until he was twenty he never thought in English but always in Hawaiian.

Although Rice had a considerable reputation as a teller of Hawaiian tales, he did not put any of these legends into print until 1923 near the end of his life. His Hawaiian Legends⁷ undoubtedly represents only a small part of his knowledge of Hawaiian lore. His work was originally

published by the Bishop Museum, which brought out a new edition in 1977. This edition is available in bookstores in Honolulu.

Emerson, Thrum, Westervelt, and Rice were translators of Hawaiian legends. Padraic Colum, the famous Irish storyteller, retold the legends. He was brought to Hawaii in 1923 under the joint sponsorship of a folklore commission established by the legislature of the Territory of Hawaii and the Yale University Press. He was to rewrite Hawaiian legends as "stories for children -- primarily for children of the Hawaiian Islands."

Colum stayed in Hawaii only four months. While he was here he studied the Hawaiian language, perused the Fornander Collection and other sources, and became acquainted with scholars working with Hawaiian materials.

Colum published three books of Hawaiian legends, At the Gateways of the Day,⁸ The Bright Islands,⁹ and Legends of Hawaii.¹⁰ Of the nineteen legends in the third volume, only two do not appear in the earlier volumes.

Colum included notes at the end of each book dealing with his sources and other information about each legend. In addition to the Fornander Collection Colum's sources included Westervelt, Rice, Thrum, Emerson, Malo, Laura Green and Martha Beckwith.

In reshaping the material for children, Colum shortened or simplified the long Hawaiian names. He also exercised a certain amount of censorship, omitting references to sex and playing down the cruelty and bloodthirstiness of many of the characters. Otherwise, he remained close to the incidents and events of the legends in his retellings.

For librarians today, an invaluable source of storytelling material are the three collections of legends by Mary Pukui and Caroline Curtis that the Kamehameha Schools published between 1949 and 1960.

Mrs. Pukui is still living and is the foremost authority on the language and literature of the early Hawaiians. She

has been honored as a "living treasure" of Hawaii for her work as an author, collaborator, and consultant. Mrs. Pukui was born Mary Abigail Kawena Wiggin in 1895 at Kau, Hawaii where her father was head foreman of the Hutchison Plantation. He was a member of a Salem, Massachusetts family of seafarers, and Mary Kawena was a descendant of the seventeenth-century poet Anne Bradstreet, the first American woman to devote herself to literature. Mary Kawena's mother was pure-blooded Hawaiian, a member of a chiefly family that was prominent before the introduction of Christianity. The child spent the first nine years of her life as a punahele daughter of her maternal grandmother learning the ancient chants and the lore of the south Hawaii countryside. At the age of fifteen she began collaborating with Laura Green in translating Hawaiian legends and history. For over half a century she was associated with the Bishop Museum.

Caroline Curtis was a teacher at Hanahauoli School in Honolulu. After her retirement from Hanahauoli, she joined the staff of the Kamehameha Schools as a storyteller. Mrs. Pukui, renowned for her knowledge of the Hawaiian language and Hawaiian lore, and Miss Curtis, a gifted and accomplished storyteller, were ideal collaborators on a project that involved making authoritative versions of Hawaiian myths and legends available to storytellers as well as to children and high school students for independent reading. These works by Mrs. Pukui and Miss Curtis are available at the Kamehameha Schools bookstore. They are: Pikoi and Other Legends of the Islands of Hawaii,¹¹ Tales of the Menehune and Other Short Legends of the Hawaiian Islands,¹² and The Water of Kane and Other Legends of the Hawaiian Islands.¹³

Pikoi and Other Legends of the Islands of Hawaii includes stories from the Big Island, Mrs. Pukui's home island, that are told by Mrs. Pukui or translated by her from Hawaiian newspapers. Other sources include Nathaniel

B. Emerson, Westervelt, Thrum, Fornander, and others. The collection of stories is intended for high school use and is suitable for reading to children. It is also of interest to adults.

Tales of the Menehune and Other Short Legends of the Hawaiian Islands consists of short legends suitable to be told or read to young children. The stories were collected or translated by Mrs. Pukui or drawn from Westervelt, Rice, Fornander, Kamakau, or Hawaiian newspapers.

The Water of Kane and Other Legends of the Hawaiian Islands is a retelling of the legend of Aukele from Fornander. The book also includes twenty-five other tales grouped according to islands they concern. The source is given at the end of each tale. Most of the legends are from earlier English versions in the Fornander Collection, Rice, and Westervelt. Some are collected by Mrs. Pukui and others are translated by her from Hawaiian newspapers. The book is intended for high school use but is also of general interest and a source for the storyteller.

Samuel Hoyt Elbert is also a "living treasure" of Hawaii. He is Professor Emeritus of Pacific Languages and Linguistics, University of Hawaii. A teacher of the Hawaiian language, Dr. Elbert worked with Mrs. Pukui on the Hawaiian Dictionary, Place Names of Hawaii and Hawaiian Grammar. He also produced texts on Conversational Hawaiian and Spoken Hawaiian.

Librarians and teachers are indebted to Dr. Elbert for his work as editor of Selections from Fornander's "Hawaiian Antiquities and Folk-lore."¹⁴ This publication of the University of Hawaii Press was illustrated by Jean Charlot. The book includes the legends of Puuia, Iwa, Kawelo, Umi, Pupukea, Kamapuaa, and Halemano reprinted as they appeared in the original bilingual printing. Dr. Elbert provides an informative introduction and appended notes. The legends selected by Dr. Elbert from the Fornander Collection can be adapted by the storyteller. Jean Charlot's illustrations

are appropriate to the text, powerful and sensitive interpretations of the tales.

Vivian Thompson is a long-time resident of Hawaii who has ably retold Hawaiian myths and legends. Her books are Aukele the Fearless: A Legend of Old Hawaii;¹⁵ Hawaiian Legends of Tricksters and Riddlers;¹⁶ Hawaiian Myths of Earth, Sea and Sky;¹⁷ Hawaiian Tales of Heroes and Champions.¹⁸ This last title was illustrated by Herbert Kawainui Kane, a noted Hawaiian artist. His illustrations add an authenticity to this collection that is lacking in the illustrations of the other three volumes.

The title story from Helen Peterson Hoyt's The Night Marchers: A Tale of the Huaka'i Po¹⁹ is an excellent story to tell to middle grade children and high school students. The night marchers are formations of the gods or spirits of deceased warriors. The legend Mrs. Hoyt retells was originally told by an old man from Waianae on Oahu. It has a modern setting in that it tells of the appearance of the Night Marchers in World War I and again in World War II when first the man's grandson and then the lover of his great-granddaughter were killed in battle. The story of the star-crossed lovers, the man's great-granddaughter and a young soldier from New England, is convincingly told. The legend is truly spellbinding. Mrs. Hoyt's literary style makes the story excellent for silent reading. For sharing with an audience, however, the story is more effective told than read aloud.

Hale-mano: A Legend of Hawaii²⁰ retold by David Guard and illustrated by Hawaiian artist Caridad Sumile is a love story from ancient Hawaii. The legend as retold by Mr. Guard is suitable for either telling or reading aloud.

Beverly Mohan's retelling of Punia and the King of the Sharks²¹ in picture book format is popular with Island children. It is also a good source for the storyteller.

The traditional literature of Hawaii is rich and varied. Our discussion today has been limited to sources

of myths and legends for librarians and teachers as storytellers. We have not dealt with origin myths or epic legends. Only the scholar knowledgeable in the Hawaiian language and culture is competent to work with these forms of traditional Hawaiian literature.

The literature useful to librarians and teachers is so rich, however, that we have only touched upon the sources for storytellers. We have not discussed some of the foremost scholars who have worked with Hawaiian traditional literature, Martha Beckwith and Katharine Luomala for example. We have been highly selective in choosing retellings to discuss. We have not mentioned the publications of Island Heritage, which are popular with Hawaiian children, nor have we referred to the collections of Barbara Lyons or Eric A. Knudsen. Your bibliography includes works we have not discussed, but your bibliography is highly selective rather than comprehensive.

Nevertheless, I hope this brief introduction will help you to work with teachers as partners in sharing the wealth of Hawaiian traditional literature with elementary and high school students.

REFERENCES

1. Fornander, Abraham. Fornander Collection of Hawaiian Antiquities and Folklore. Translation Revised and Illustrated with Notes by T. G. Thrum. Honolulu: Bishop Museum Press, 1916-1920.
2. Guard, David. Hale-Mano, a Legend of Hawaii. Millbrae, Calif.: Celestial Arts, 1981.
3. Emerson, Nathaniel B. Unwritten Literature of Hawaii: The Sacred Songs of the Hula. Tokyo and Rutland, Vt.: Tuttle, 1965.
4. _____. Pele and Hiiaka: A Myth from Hawaii. Tokyo and Rutland, Vt.: Tuttle, 1978.
5. Thrum, Thomas G. Hawaiian Folk Tales: A Collection of Native Legends. Chicago: McClung, 1907.
6. _____. More Hawaiian Folk Tales: A Collection of Native Legends and Traditions. Chicago: McClung, 1923.

7. Rice, William Hyde. Hawaiian Legends. New illustrated edition. Honolulu: Bishop Museum Press, 1977.
 8. Colum, Padraic. At the Gateways of the Day. New Haven, Conn.: Yale University Press, 1924.
 9. _____. The Bright Islands. New Haven, Conn.: Yale University Press, 1925.
 10. _____. Legends of Hawaii. New Haven, Conn.: Yale University Press, 1960.
 11. Pukui, Mary and Curtis, Caroline. Pikoi and Other Legends of the Islands of Hawaii. Honolulu: The Kamehameha Schools, 1971.
 12. _____. Tales of the Menehune and Other Short Legends of the Hawaiian Islands. Honolulu: The Kamehameha Schools, 1974.
 13. _____. The Water of Kane and Other Legends of the Hawaiian Islands. Honolulu: The Kamehameha Schools, 1974.
- NOTE: The above three titles are in print and may be ordered from The Kamehameha Schools, Kapalama Heights, Honolulu, Hawaii 96817.*
14. Fornander, Abraham. Selections from Fornander's Hawaiian Antiquities and Folk-lore. Edited by Samuel H. Elbert. Illustrated by Jean Charlot. Honolulu: University of Hawaii Press, 1959.
 15. Thompson, Vivian L. Aukele the Fearless: A Legend of Old Hawaii. San Carlos, Calif.: Golden Gate Junior Books, 1972.
 16. _____. Hawaiian Legends of Tricksters and Riddlers. New York: Holiday House, 1969.
 17. _____. Hawaiian Myths of Earth, Sea and Sky. New York: Holiday House, 1966.
 18. _____. Hawaiian Tales of Heroes and Champions. New York: Holiday House, 1971.
 19. Hoyt, Helen Peterson. The Night Marchers: A Tale of the Huaka'i Po. Norfolk Island, Australia: Island Heritage, 1976.
 20. Guard, David. Hale-Mano: A Legend of Hawaii.
 21. Mohan, Beverly M. Punia and the King of the Sharks. Chicago: Follett, 1964.

INFORMATION MANAGEMENT AND RETRIEVAL
IN AUSTRALIAN SCHOOL LIBRARIES

Georgina Cane

Richard De Gennaro recently claimed that the era of library networking has come to an end to be superseded by a decade (the 1980s) which will be dominated by a return to local stand-alone library systems (DeGennaro, 1983). He may be proven correct in his prediction in terms of the United States and, indeed, his prognostication may even apply generally to the rest of the library world. Nevertheless, there are always exceptions to the rule.

The example of networking described in this paper comes from Tasmania and it is one which one of the authors has been fortunate enough to be able to follow rather closely, having been in the state from the instigation of the library oriented elements which are part of the Tasmanian Education Department's Statewide Computer Network known as TASNET. Emphasis will be on those elements which have tended to encourage the apparent success of TASNET since the disadvantages of this network are, in the main, the same generic difficulties which De Gennaro treats so effectively. Thus there would appear to be more to be gained by considering why Tasmania has seemingly gone counter to the major trends elsewhere regarding networking.

In order to develop this treatment of TASNET's library networking, the general characteristics of the network and its several library-oriented components will be outlined. The next step will be to place these elements into their contextual relationship within TASNET. After a brief look

at the future plans for the development of an integrated information system, the authors will conclude with an assessment of some of the factors which have contributed to the apparent success of TASNET.

The TASNET Library Network

Tasmania is the smallest of the six Australian states both in land area and population, and perhaps because of its compactness and insularity it has tended to behave in a way which is distinctive in many respects from the mainland. It is the only state, for example, to have both a centralized education system and a centralized public library system. While there are undoubted costs for the state imposed by smallness and isolation, there are also certain benefits since the island's intimacy allows it to obtain levels of cooperation which the vast stretches of the Australian continent seem to deny the five mainland states.

Over the past decade, the Tasmanian Education Department has embarked on a major effort to establish a centralized computer system serving schools and matriculation colleges throughout the state. This system is the Tasmanian Education Department's statewide computer network usually referred to by its acronym TASNET. In large measure as a consequence of the emergence of this system, it has been possible to include other data base sources within the TASNET framework with networking implications for the Tasmanian library system. There are five immediately available on-line systems which have particular relevance to library services and operations. Two, TASCIS and TBIS, are bibliographic data bases; a third, CIRSIS, is a resource management package; and the last two, MEDIANET and ABC REPORTER, are information data bases.

TASCIS. The Tasmania Schools Cataloguing Information Service (TASCIS) was introduced in 1977. Recognizing the use of the computer as an ideal tool to store and retrieve cataloguing data in an efficient and effective manner, it was developed to meet the urgent cataloguing needs of Tasmanian teacher-librarians. This system enables the storage of information about a school resource to be made available to the 300 potential users (teacher-librarians) for cataloguing purposes. TASCIS is essentially a card generating service which can be accessed on-line. The value of the system rests in its bibliographic data base which can be manipulated to produce a variety of catalog formats to meet the requirements of an individual school library yet it is flexible enough to cater to the needs of schools wanting on-line catalogues, printed lists, microfiche or card catalogues.

TASCIS currently gets its bibliographic data from the South Australian Education Resources Information System (SAERIS) although in the near future, it is expected that the Australian School Catalogue Information Service (ASCIS), a national school cataloguing data base, will supply this data. TASCIS uses AACR II, level 1-2, Sears List of Subject Headings, 11th edition, and Dewey Decimal Classification, 11th or 19th edition, as its cataloguing authorities. There are approximately 140,000 records in the TASCIS data base. TASCIS has been a highly successful service relieving teacher-librarians of much of the labor intensive task of cataloguing. It is being used not only throughout the state of Tasmania but its card catalog products are now being marketed to schools in the Northern Territory and a limited number in New South Wales.

TBIS. The Tasmanian Bibliographic Information System (TBIS) is a bibliographic data base designed to meet the cataloguing needs of matriculation colleges. The plan for TBIS arose from a need to develop a more economic cataloguing system in the college libraries, to create a statewide union catalog and to replace the use of card catalogs with visual display units (VDUs) (Timbs, 1983. p. 106). TBIS was formerly known as College Catalogue (COLCAT). The major area of divergence between the matriculation college* based system and TASCIS is that COLCAT/TBIS uses the Library of Congress List of Subject Headings as opposed to the Sears List of Subject Headings used by TASCIS.

CIRSYS. CIRSYS is a tool to support the management and control of resources in schools. The State Library of Tasmania developed CIRSYS as an on-line library circulation system with the Derwent Regional Library being the first of a statewide network of public libraries to become operational beginning in May 1979. The system was significantly modified by the Education Department in order to meet school requirements. CIRSYS utilizes barcodes attached to each resource and each borrower's card is scanned with a light pen. Resources include all materials in the school identified as being borrowable (e.g., books, 16mm projectors, extension cords, video cassettes, kits, etc.). The CIRSYS package has the ability to record loans quickly and accurately, and with items returned the operator is alerted if the item is overdue or on reserve for another use. The system also produces overdue lists and letters, renews items on loan, displays full

*A matriculation college is a two-year university preparation school within the education system.

information about resources and users, produces and prints listings and statistics and conducts inventories. CIRSYS is currently operating successfully in two matriculation colleges and four high schools. A major benefit of the system is that teacher-librarians can operate a more efficient and accountable circulation system while providing more complete service to teachers. It is helpful to teachers by assisting in the management of bulk loans, operating decentralized collections, and in finding out quickly what resources are available in the total school or college.

MEDIANET. MEDIANET is a data base of audiovisual resources available from the Tasmania Media Centre's library. It was originally designed as an "inhouse" system to enable the Media Centre staff to efficiently book and confirm their requests for the loan of these resources. The system was then made available through TASNET for teachers and teacher-librarians to use to retrieve this information. Teachers and teacher-librarians can search by subject and title finding out if the resource they require is on loan, when it is available, what audience level it is suitable for and how many copies of the title the Media Centre owns. The Tasmania Media Centre's programs also print out bibliographies, overdue lists, confirmation slips and statistics of use. Like TASCIS the success of MEDIANET has not been limited to Tasmania; the strengths of the package have received favorable comments in other Australian states and the Northern Territory has purchased MEDIANET.

ABC REPORTER. ABC REPORTER is a data base which lists all the radio and television programs produced by the Australian Broadcasting Commission, the government television

and radio station, (ABC) for the current year. Each program listed tells what age level a program is suitable for, details on the time of the broadcast and suitable accompanying material. Current highlights are documented alerting teachers and teacher-librarians to unscheduled programs or to the content of the forthcoming programs. This information can be used to order ABC recorded radio programs via the Tasmania Media Centre or arrange for the videotaping of television programs.

MEDIANET and ABC REPORTER provide accurate and current data updated daily about resources external to the school. A film added to the Media library or a change to ABC broadcast times are automatically accommodated by the on-line system. In printed format this same information would require the costly and frequent production of revisions to maintain such currency. These data base systems use to advantage the power of the computer to manipulate information and can be accessed from a variety of points including subject and title access as well as dates/times of availability of the resources.

TASNET as a Library Network

There is something synergistic about networks, that is, networks inevitably seem to result in a relationship which is larger than the sum of their parts. TASNET is just such a network. It is, of course, larger than merely its library applications for the TASNET system was established primarily to achieve Education Department objectives and these are more extensive than the sub-set of its operations devoted to library activity. Nevertheless, even as a library network, TASNET draws together into a system the five parallel component elements described briefly above and enhances them by

bringing them into a systematic relationship. Thus economies are effected and the standards of service are raised both in terms of quality and greater uniformity throughout the state.

At present, the TASNET system exists virtually as five discrete parallel networks at least with regard to library services. This is not entirely true in practice and, as will be discussed below, there are plans to achieve a fully integrated networking of the library elements of TASNET in the near future. Nevertheless, the library networking features of TASNET are currently incrementally attached onto the two basic common elements of TASNET--the Elizabeth Computer Centre computers at the Elizabeth Matriculation College in Hobart and the connection to the schools' terminals via Telecom datel lines. These two basic infrastructural components have been augmented by the gradual addition of the five data bases through cooperative arrangements with the ABC, the Tasmanian Media Centre and Library Services Branch.

The TASNET system enables teacher-librarians to have access to a wide range of services including: assistance in cataloging the resources in the library; making information about audiovisual media available through the Media Centre and providing a vehicle for booking and reserving an item; providing information on available TV and radio recordings; and supporting the management and control of resources in the school. Not only are services increased by these packages, but the comparability of services across the state are made more uniform and there is usually significant savings in time. For example, it is estimated that each set of cards ordered through TASCIS saves a minimum of twenty minutes of teacher-librarian and clerical time in a school. For an average user, this is estimated to total approximately

twenty-one hours of time saved per month (Introduction to TASCIS, n.d., p.4).

The costs of these packages are distributed across several divisions of the Education Department of Tasmania. The Elizabeth Computer Centre, the Library Services Branch and the Tasmanian Media Centre have all contributed significantly in personnel time and resources to the successful development, implementation and continued performance and improvement of these packages. Networks are seldom cheap and a bold venture such as this certainly could not exist without the support of these various departments in the Education Department and the hard work and talents of a team of committed people.

In order to demonstrate something of the systematic characteristics of library networking through TASNET, some practical examples might be helpful. Two have been chosen, one from TASCIS and the other from MEDIANET. Using TASCIS, a school-librarian in northern Tasmania can order catalog cards by using a computer terminal in the school to directly access the TASCIS data base at the Elizabeth Computing Centre computer in Hobart. The TASCIS data is searched (by author, title or ISBN) and when a catalog record is found, the teacher-librarian can order a set of cards which are then printed and dispatched from the TASCIS offices of the Library Services Branch in the State Library of Tasmania. Teacher-librarians can alternatively send a list by mail to the TASCIS office citing author, title and ISBN of the resources. The list is searched by TASCIS staff and catalog cards for the items found on the data base are then generated, checked and sent out to the school library. Mainland users of the system search a microfiche of the data base which is supplied from SAERIS. Upon finding each item in the data base, a list of

Unique Record Numbers is generated and when completed, sent to the TASCIS office where catalog cards are generated, checked and dispatched (Introduction to TASCIS, n.d., p.3).

In accessing MEDIANET, the user in the school can access the Elizabeth Computing Centre through the same terminal asking if media resources are available on a given subject. MEDIANET will list the appropriate items and on further instruction, will then book it for the date requested. The program allows for processing and delivery time. The actual processing and dispatching of the item takes place in the Tasmanian Media Centre on Argyle Street in Hobart.

The Future

Further development which will increase services to the schools while at the same time using the available computer resources, are planned for the future. All of the systems described above were developed to meet specific requirements and were developed independently of one another. This has led to considerable duplication of record storage in the computer, with, for example, a record for a given work possibly being held on the data base of each school library using CIRSYS and then appearing also on TASCIS, TBIS and MEDIANET. This is obviously a significant burden on the storage component of the computing resources of the Education Department. Thus, to alleviate this situation, a plan has been developed to store a record for a resource only once, and then permitting that record to be used for circulation control, catalog card generation and on-line catalog access.

The process of integration is scheduled to begin in 1984 with a "grand plan" scheme to merge TASCIS and TBIS.

Currently the new plan refers to the merger as TBIS, which is not a satisfactory name since not only does it cause confusion with the existing TBIS, but it also excludes the non-bibliographic services which are going to be included within its ambit. Staff at Library Services Branch are in the process of developing a new name which they hope will be both euphonious and descriptive.

The new TBIS programs will greatly improve the librarians' access to stored cataloging records and will also allow the creation of their own records. An important feature of the TBIS suite of programs will be that school and matriculation colleges will have the option of implementing an on-line catalog into their library, replacing the card catalog. Through this, teachers and students will then be able to have access to their school's resources and the resources held in other Tasmanian Education Department libraries by conducting keyword searches and printing bibliographies. For example, a teacher will be able to type in a keyword at a TASNET terminal, the integrated system would then display all the resources on the topic held by the school. Additional information would be given about whether the resources were on loan or on reserve and about information or community resources on the topic. The potential would also exist to display what other schools hold on the topic if they had agreed to be part of such a resource sharing network.

The development of such an integrated system is a large undertaking requiring appropriate hardware and suitable staffing levels. Already, in recognition of the genuine difficulties to be overcome, attention is being given to the questions surrounding such policy considerations as the future direction of an integrated system and to the basic hardware choices for mounting all systems on one computer.

Standardization of variant practices in subject headings, authorities, terminology, menus, and so on is also vital to the development of an integrated system. For example, MEDIANET and ABC REPORTER do not use the AUSMARC standard format for their bibliographic records and TASCIS and TBIS (COLCAT) use variations of AUSMARC. As for subject heading authorities, TASCIS uses Sears List of Subject Headings and TBIS uses Library of Congress Subject Headings. These are tasks which will need to be carried out over a protracted period of time for the difficulties should not be underestimated. Such problems are significant impediments to the development of an integrated network through TASNET, but they are recognized and steps are being taken to surmount them. It is the intention of those involved in this project to overcome these obstacles and to succeed with an integrated network system if at all possible.

Conclusion

The factors which have promoted the apparent success of the TASNET library networking to date cannot be easily encapsulated in a brief overview. Yet there are some which seem to be particularly significant and germane in the Tasmanian context. These include geography, administrative infrastructures, economics, and personnel influences. While these considerations may not explain fully the Tasmanian resistance to De Gennaro's general trends, they are likely to play a key role in the complete explanation.

Geography has always been important in Tasmania. The state is small by Australian standards, is an island and, besides Queensland, is the only state to have more than half its population living outside its capital city. These

considerations make economies of scale difficult to achieve, particularly where the need exists to provide more or less standard services throughout the state. Fortunately, the relative compactness of the island does allow for moderately convenient internal communication.

Perhaps as an administrative response to the need to overcome its geographic handicaps, Tasmania has tended to have a greater sensitivity to the need to achieve economic and/or bureaucratic cooperation. One pertinent example here is the centralized Tasmanian public library system. The only one in Australia, its existence has helped significantly in simplifying the political problems often associated with networking. Although not unique within Australia (other states also have centralized departments of education), the centralized features of the Tasmanian Education Department also have contributed strongly to making the interinstitutional networking agreements not only possible but workable.

A final but undoubtedly crucial influence on the development of TASNET has been the commitment of key individuals within the Elizabeth Computer Centre, the Library Services Branch, and the Tasmanian Media Centre, all of which are under the Education Department. Their idealism, dedication, and energy have been the driving impetus behind TASNET and its library networking in Tasmania. In conclusion, all of these factors have combined on this island state to provide an optimum setting for library cooperation in a highly successful manner.

LEARNING AND MANAGING WITH MICROCOMPUTERS:
A NEW ROLE FOR THE SCHOOL LIBRARIAN

Carol Truett

Very few librarians today have been able to remain unaware of the new microcomputer technology. Most, in fact, have either already gotten involved or are tentatively contemplating just how they might use microcomputers in their own unique setting. The possibilities appear overwhelming--computer-assisted-instruction, computer managed instruction, computer-generated catalogs, overdue programs, circulation systems, equipment inventory managers. The choices are so numerous that many librarians simply don't know where to begin.

To focus our discussion, let us look at the big picture in regard to the use of microcomputers in the library.

There are two broad categories of microcomputer software, known as programs, which translate into two general applications that the librarian should be aware of. These are computer-assisted-instruction and library management or administration. Computer-assisted-instruction (CAI) is any program which is used to directly deliver instruction or learning to students and may in the case of the microcomputer be in a number of different modes or types of programs. These include drill and practice, tutorial, simulation, modeling, testing, problem solving or informational CAI.

In the use of CAI programs, at least two possibilities or options confront the media specialist. He or she can simply help other school personnel, mainly the teachers, find, evaluate, select and purchase suitable programs for

classroom use in a broad variety of subject areas. Or, the librarian can also use CAI programs for teaching library skills, for a number of programs are available for library instruction. Two other options would be for the librarian to teach computer literacy and/or computer programming, over which there exists disagreement as to whether the former includes the latter. Many librarians will feel quite comfortable teaching most of the rudiments of computer literacy but will draw the line at teaching programming, leaving this to others within their school who may possess more background or greater skill in this area.

No matter how limited or extensive a role the librarian wishes to play in regard to instructional computing, few will be able to escape playing any role at all. At the very least, they will need to provide catalogs, directories, and software reviews (not to mention hardware reviews) and many will become full-fledged selectors, evaluators, and integral members of the instructional software committees.

Library administration with the microcomputer, of course, is probably the most exciting area or role for most school librarians.

The library management category of software may likewise be divided up into different types of programs or software. Certain generic types of computer software, first of all, can be adapted for library use but are no more specific to libraries than they would be to a business office or home use. These types include word processing, databased management, and spreadsheet programs. A word processor is best defined as an electronic typewriter for it is used mainly to produce text copy. Databased management (DBM) programs are used to keep track of data or bits of information similar to

the way one keeps records in file folders in a filing cabinet. But the great advantage of a DBM program is that, unlike file folder records which are accessible only in the order they are filed (typically alphabetically by name or some similar arrangement), DBM records can usually be accessed, searched, and/or rearranged or sorted by almost any field or piece of data included in the record. For example, everyone living in a certain zip code area, born after a certain date, or having the same number of credit hours earned, etc., can be found and their records viewed, pulled, deleted or printed out using a basic DBM program.

A spreadsheet program can be used for keeping track of numeric data such as budgets, student grade records, activity accounts or anything else involving rows and columns of figures. While a spreadsheet program is not the same as a full-fledged accounting package, it is quite similar in many ways and can be effectively used for a number of accounting-related functions. There are innumerable programs available in all three of these software categories marketed under a variety of names and by many software producers.

The other broad grouping of library administration programs includes those specifically designed for particular library applications. These include such programs as Computer CAT™ which produces an on-line microcomputer library catalog suitable for a school or other small library setting; The Overdue Writer, which keeps track of either a library's complete circulation record or only the titles actually overdue, depending on how it's used; and the entire Book Trak series of programs marketed by Follett Book Company. The Cataloguing System and Catalogue Card and Label

Printing System programs which in conjunction create a data base of cataloging information and then print out card sets and labels for processing are two examples of programs from this series. These types of programs, while possessing many advantages for the non-programming librarian, are not without their drawbacks. For example on the plus side, most of these programs are very user friendly, with relatively simple-to-follow documentation or users' manuals, and as we have said one need not be a programmer to use them since most are menu driven as opposed to command driven. Menu driven simply means that the user is given a list or choice of options or questions to answer along the way rather than being required to memorize or learn a set of program commands peculiar to that piece of software.

Some disadvantages of special purpose library applications software include the fact that the programs cannot be used for other purposes, they are often relatively expensive (i.e., comparable to a lower-priced DBM or word processing program), and they often offer no flexibility in format or design of the records in regard to the information stored. For example, a catalog card printing program may limit the number of subject headings used, and may or may not conform to Anglo American Cataloguing Rules (AACR II) conventions or other format being followed. Without extensive programming knowledge it is generally extremely difficult if not impossible to change these sorts of programs.

An additional problem with library specific programs is that many require the library to adapt its procedures to fit the program rather than the other way around. A case in point here would be an overdue program which requires every item to have a unique accession number. Of course, a catalog card printing program with an inflexible format is another

example.

What are some areas or systems in the library which can be managed via the microcomputer? This list shows 31 (32) library management applications which the media specialist could consider computerizing. One of the biggest dilemmas facing many librarians today is the fact that their district has either short or long range plans to computerize library operations. Should the librarian therefore wait until the district does so, perhaps in some as long as 2-5 years or more? Or, should he/she begin in small ways to automate various library systems with the knowledge that programs implemented now will be almost certain to be almost totally incompatible with future installations at the district level? Getting the library users used to library automation has its advantages but having to learn new systems is a disadvantage not to mention the duplication of cost and effort.

Librarians must not only be aware of the opportunities to use microcomputers in their media centers, but they must answer these basic questions discussed here and develop their own unique philosophy in integrating microcomputers into their media center's total instructional and management program. Frank Karas, from the Educational Media Services division of the Calgary, Canada, Board of Education warns against jumping blindly on the computer bandwagon with the result "that the microcomputer rather than the school library program becomes the focal point of attention of the time and efforts" of the school librarian. While "the microcomputer can be an invaluable tool" for the librarian and the school library, it is simply a tool and can serve a variety of purposes. Librarians should strive to help teachers use computers for higher level educational purposes (e.g., telecommunications or problem solving rather

than just drill and practice or simple testing), they should not necessarily use computers to automate library operations best done manually, and they "need to reflect upon their role involving the microcomputer" using "common sense and not infatuation as they ponder a technology which they cannot ignore."

CANADA'S TELIDON VIDEOTEX TECHNOLOGY AND ITS POTENTIAL FOR SCHOOL LIBRARY MEDIA CENTRES

Patricia Blackburn

Technological change is occurring at an ever-increasing rate. This change is being felt throughout all aspects of our society and specifically in our educational institutions. The "computer revolution" is upon us and is exerting a strong influence on our educational systems. Particularly significant is the impact of microcomputers on schools.

Now that Time magazine has named the microcomputer The Machine of the Year, it is paramount that teacher-librarians examine the "new information technologies" - particularly the marriage of microcomputers with communications - and the role the school library resource centre has in preparing students for survival in the new "information society" that is emerging.

In federal laboratories in the 1970s, the Canadian Government developed a new videotex technology - TELIDON. This new videotex technology impacts on how we store, recall, and transmit information and as teacher-librarians it is our business to familiarize ourselves with it and be at the forefront in helping to introduce and promote its potential educational applications.

Basically "videotex" is a unique electronic information retrieval/manipulation medium allowing people instant access to thousands of pages of information in databanks all over the world along telephone lines or cable on either a microcomputer or a modified TV screen with a keyboard attachment.

Videotex systems allow people to select electronic "pages" or screens of still-life or animated information from "menus"

or tables of contents displayed on the TV screen. The information provided is wide-ranging and is displayed in a dazzling graphic sea of colors. Canada's Telidon system is a technological leap for videotex, mainly because its graphics-display system is more flexible and reproduces pictures more realistically than most.

Just how useful videotex can be for educational purposes is a matter of consuming interest to a great many educators, especially those concerned with "distance education" broadly defined. As teacher-librarians in the information dissemination business, we must become knowledgeable and involved as well. In Canada, a number of field trials of the educational applications of videotex are presently being conducted and promise to tell us a great deal about the potential.

Telidon brings together in one system electronic components that allow access to one or more databases at a distance, and translates electronic pulses into form for reception wherever the relatively simple equipment and connections are available. It allows students to use the familiar technology of television and telephone through linkage with computers in a new and promising way. Just at a stage where we are deluged with information, a new technology has emerged which can assist us in managing and disseminating this information in a more efficient manner.

The storage and retrieval of information is at the heart of the educational and school library aspect of this new technology. Telidon can:

- provide specific and up-to-date information;
- provide general information to broaden the information base of the traditional school library or resource centre;

- introduce students to new information technologies and so promote general awareness;
- develop retrieval and other informational skills for students. In particular, it can lend itself to work on the nature of information, its classification, its different sources, the use of indices, and the planning of a logical search;
- advance reading skills and skimming;
- be an incentive to slow readers.

If teacher-librarians are to take maximum advantage of these new information technologies, they must become aware of the way the technology is developing and the way users employ the information in these on-line data banks.

For the teacher-librarian investigating these new technologies, the first obstacle to overcome is the question of equipment. It is the job of the teacher-librarian to convince the school principal that "computers should be in the school library media resource centre because it's the best way to provide everyone (faculty and students) with a chance to use computers; everything in a library belongs to everyone and that's how the users view it too."¹

In Canada, total government spending on the Telidon videotex technology has been almost \$80 million, while business has spent about three times that. Recent development on Telidon software packages now allow access to the Telidon databases via personal computers such as the IBM PC, the Commodore 64, and the Apple II, and make the technology finally economically viable for an educational institution.

In Winnipeg, Manitoba, school libraries access the Grass-agricultural database. Presently on Grassroots there are

over 40,000 pages which have been provided by over 150 information providers. As D.R.E. Taylor said, the "success of Telidon in an educational context will depend upon the creation of good quality pages. There are relatively few pages of this type available and a very large number of pages which, at best, can be described as mediocre."²

Critics sometimes complain that Telidon is a technology in search of a market. Certainly Telidon development and acceptance has suffered from the chicken and egg argument. A mass market of users must be developed before prices will drop for both equipment and page creation, but the mass market needs a low-cost product before it will buy.

Some of the Telidon pages developed specifically for education have been very good and are in great demand. In 1982, TV Ontario made the transition from a Telidon field trial to the first steps in operating a Telidon network for education throughout the province providing both broadcast (teletext) and on-line videotex services. Telidon terminals have been put in 75 secondary schools, 15 youth employment centres, and 10 public libraries across Ontario. The project has been jointly funded by the provincial Minister of Education, the federal Department of Communications, and TV Ontario. The videotex database includes educational learning materials and the Ministry of Education's Student Guidance Information Service (SGIS) converted to the Telidon system by TV Ontario. SGIS describes over 1,000 occupations, the training requirements for them, and the courses and institutions that offer the necessary training or necessary education. The database offers access to information by career titles, by basic groups of careers (e.g., careers in education or health), by general subject keywords (e.g., careers related to machinery, farming, etc.). The student may access information directly by

keyword or may browse through the system by using the information on career groups or academic subjects. Although this service has not yet been evaluated formally, the initial response from teachers and students has been favorable.

In Alberta, the Motor Vehicles Branch offers a telidon-microcomputer based driver training program aimed at young drivers. This system gives basic information required for new drivers to prepare for the driving test. By answering questions posed by a computer, young drivers increase their awareness of traffic safety, and experience, through telidon graphics, consequences of unsafe driving. Students control the driving process, so a mistake in judgment could cause the simulated vehicle to land in a ditch or collide with another object.

This system provides maximum learning situations, enabling students to review difficult concepts and giving them extra opportunities to answer questions correctly. Should students answer correctly, or incorrectly, the computer automatically explains the answer and the factors surrounding the concept.

In Manitoba, Grade 12 students in the Vocational Education courses at the High School in Thompson, created a 100 "page" Telidon course, "Mining in Northern Manitoba." A local Winnipeg teacher made a 50 page "MacBeth" learning package for her Grade 12 students.

Students and teacher utilize the "business" pages on the databases as well. These include: weather and environmental information; Statistics Canada information; news headlines and abstracts; stock market quotations and reports; and "Cantel," the Federal Government's Job Bank which lists employment opportunities all across Canada.

What is so exciting about Telidon? Telidon is a video-text system that can process information of many types and for many uses: home, business, travel, and education. It is a technology that can assist us in managing and disseminating this deluge of information in a more efficient manner and as such, should be considered for use in a school library media resource centre.

REFERENCES

1. Skapura, Bob, ed. "Somewhere Between Doonesbury and Time Magazine." The Computing Teacher Vol. 10, No. 7, p. 51.
2. Taylor, D.R.E., ed. "Educational Page Creation for Telidon." Proceedings of an IPATT workshop. Ottawa, March, 1983.

NATIVE HAWAIIAN EDUCATION ASSESSMENT PROJECT:
A COMPREHENSIVE COMMUNITY EFFORT

Jim Brough

The Center for Development of Early Education, Kamehameha Schools, Bishop Estate, is a research and development effort to identify more effective means of educating the children of Hawaii. Our mission is basically to prevent educational disabilities from occurring rather than, if you will, putting on the bandage later. Currently we operate the elementary school on this particular campus, which has 700 youngsters, kindergarten through grade six, all of whom are part Hawaiian and all of whom enter, if you will, on a lottery basis. It is not a select population. They are Hawaiian children at large from the community. We also work with five public schools in the United States and with 2,000 youngsters in those public schools in the elementary grades. We also operate four preschools on three different islands. This Fall we hope to open a laboratory preschool on our lower campus right here. Our task is to attempt to deal with the "at-risk," the educationally at-risk youngsters in Hawaii, and to try a preventative mode. What I want to talk about today is one of the major efforts that we undertook to identify who those children are, which children are, indeed, at risk, which children one might anticipate would have some difficulty in time to come. So I have today the opportunity to share with you the Native Hawaiian Educational Assessment Project. We took the definition of Native Hawaiian that is actually written in Congressional legislation: Native Hawaiian, for our purposes, is any youngster or any person who had ancestors that were here in the year 1778 or prior to year 1778.

In the year 1959 the American nation came to include as one of its States a group of islands in the Pacific Ocean

known collectively as Hawaii. Its residents include groups of people with many different ancestral backgrounds and cultural patterns. Among them are the descendants of the aboriginal inhabitants of the islands. From dim origins in the Pacific Basin their ancestors had come to settle and thrive in the islands. Their epic voyages of migration over uncharted waters are thought to have first reached Hawaii sometime between 500-800 A.D.; a time when European sailors were loathe to venture beyond the sight of land. A relatively stable culture and lifestyle developed and flourished until the year 1778, when Hawaii was first seen by Western eyes; those of Captain James Cook and his crew. Less than 200 years later, Hawaii had become the 50th State of the United States. And what of the Hawaiians? In that historically very brief period of time, they had seen their land claimed by others, their values and language lost, their own numbers decimated by disease, their very existence threatened. Statehood was but the most recent in a series of events which had modernized and Americanized Hawaii. But Statehood also helped focus attention on the fact that native Hawaiians now share with other native and minority groups within America a legacy of educational and social inequalities.

Only 200 years of change--but what indeed time hath wrought! Two hundred years ago is not even a moment in the total spectrum of infinity. The devastation experienced by Hawaiians can be viewed as an absolute or as merely one "blip" in the path of human kind. It is a matter of perspective!

IF THIS LITTLE WORLD TODAY
 SUDDENLY SHOULD FALL THROUGH SPACE
 IN A HISSING, HEADLONG, FLIGHT,-----
 SHRIVELING FROM OFF ITS FACE
 AS IT FALLS INTO THE SUN,
 EVERY TRACE OF ALL THE LITTLE CRAWLING THINGS.....

ANTS, PHILOSOPHERS, AND LICE,
 CATTLE, COCKROACHES, AND KINGS,
 BEGGARS, MILLIONAIRES, AND MICE,
 MEN AND MAGGOTS ALL AS ONE
 AS IT FALLS INTO THE SUN.....
 WHO CAN SAY, BUT AT THE SAME INSTANT
 FROM SOME PLANET FAR
 A CHILD MAY WATCH AND EXCLAIM:
 "SEE THE PRETTY SHOOTING STAR!"

Today, I'm pleased to be able to present to you an effort on behalf of the Hawaiian community that focuses on "the pretty shooting star" rather than "falling into the sun." It is an effort that dramatically illustrates the enormous energy and force that is generated when the schools and community are truly partners in learning. It is an effort to do more than simply document the unfortunate condition of an ethnic group--indeed, it is an effort for action--action for today and tomorrow to ameliorate the wrongs of yesterday.

I would like to tell you about the Native Hawaiian Educational Assessment Project, an ambitious effort to obtain more information about the educational needs of Hawaiians. This was a study that required a multitude of partnership relations at the federal, state, and local levels.

For most of this century problems of low educational achievement and high social alienation by individuals of Native Hawaiian ancestry were known to exist. However, there were few data available to quantify their severity, to define their geographic scope, to reflect whether conditions were improving, or even to indicate how Hawaiians felt about their situation. However, in 1974, the first of a series of significant events occurred leading to answers to some of the issues. It was in 1974 that Congress included Native Hawaiians and designated them as Native

Americans under Public Law 93-644. That led to the development of Alu Like, the local agency that could accept both local and federal funds. Alu Like conducted the first carefully done needs assessment of the Hawaiian community on a general or global basis. The interesting thing that came out of that first needs assessment was that the top priority for Hawaiian people for redress, in terms of helping the Hawaiian community, was education. It was not economic development, it was not social welfare, it was education. Following this, the hope was that Hawaiians could profit from the very large amounts of federal money that were being distributed for the education of native Americans. Delegations from Hawaii went and talked with many native American groups; not surprisingly, other groups were somewhat reluctant to share the pie.

Accordingly, the next step was an attempt to get specific legislation at the Congressional level for Hawaiians as a separate group. Some progress was made when President Carter appointed an advisory council and charged them to document the specific needs of the Hawaiian community. That advisory council and funding recommendations were approved; but with the change of the Carter Administration to the Reagan Administration, all the funding was removed. A very interesting thing occurred, however, as a result of efforts largely of Senator Inouye's office. The Senate Appropriations Committee said to the U.S. Office of Education: Okay, there's no more money, but we want you, the U.S. Office of Education, to tell us what is the problem with Hawaiian children. The U.S. Office of Education responded: Gee, we can't do that because we don't have any funds to do that. So our trustees, Kamehameha Schools/Bishop Estate, said: We will provide the funding; it is in our best interests to fund a study like this, if you will continue to sponsor the project. And that is what led to the creation of the Native Hawaiian Assessment Project. At that time I was directing the Office of Program Evaluation and Planning

and it was our office that was assigned to do this particular study. It is probably the most fascinating endeavor that we've ever undertaken; I get awfully excited when I start sharing this with you.

The first step was the actual establishment of the initial advisory committee that was formed by President Carter. There was an attempt to replicate the same committee, and it was done almost perfectly, there were few changes. We had a marvelous executive steering committee that said we'll kind of talk conceptually with you folks. This executive committee demonstrated the kind of federal/local cooperation and also the widespread interdisciplinary kind of effort that we attempted to achieve. Myron Thompson was the chairman (Pinky Thompson for you people in the State), one of the trustees of the Kamehameha Schools/Bishop Estate. He is a former social worker type person, has a very empathic heart for all in this kind of situation. Dr. Urie Bronfenbrenner from Cornell, a famous individual in terms of human development services, human growth and development, served on the committee. Dr. Tom Cook from Northwestern University was an evaluation research specialist and helped us in the design of the evaluation. Dr. Pauline King from the University of Hawaii, a Professor of Hawaiian History, added that dimension. The other people on the committee were Harriette Holt, a local attorney who had been an aide to representatives in the State Legislature, and two people from Washington, D.C. One was Bob Sweet, who at that time was connected with the National Institute of Education, and a marvelous gentleman who was director of the Office of Indian Education at that time. So we had this complex, multi-interest kind of group of people. The design that occurred basically was in two parts.

In the design of the study we wanted to look at the educational needs of Native Hawaiian children. The three areas we wanted to look at were: First of all, how well the students did in their actual basic skills achievement,

how did Hawaiian children achieve in school compared to other groups; Second, did they have any special educational needs that we could document that were not necessarily related to school achievement--that is, tested school achievement--but other situations; Third, were there some needs that were the result of their cultural relationships--in other words, did the culture of the Hawaiian youngsters and the culture of the school create any kind of conflict--were they compatible or incompatible. By looking at these three sort of overall general parameters, we hoped that we would be able to generate a list of unique needs of Hawaiian children in the community.

The other side of the puzzle involved looking for effective programs to match those needs. First of all identify the needs; then could we find some effective educational programs that would document and that would respond to those needs. Among the possibilities we explored were whether there were any native American educational programs being operated under the native American educational umbrella that would fit those needs, and secondly, were there any programs in Hawaii that would address those specific needs. These two parts became the design of the public study.

We had contributions for this study from Senator Inouye's office, Senator Matsunaga's Office, Congressman Akaka, Congressman Heftel, the Secretary of Education, the Office of Elementary and Secondary Education, the Office of Indian Education, the National Institute of Education, the Native Hawaiian Commission and the Library of Congress. At the local level, people contributing to this study were the Department of Education Data Processing Branch, the Student Information Services Branch, The Test Development Administration, the Department of Social Services and Housing, the Department of Planning and Economic Development, the Department of Health, the Department of Labor and Industrial Relations, and the Office of Children and Youth, the Department of Hawaiian Homelands, Alu Like, Office of Hawaiian Affairs, University of

Hawaii, Social Science Research Center, the East-West Center, the Hawaii Newspaper Agency, Honolulu Police Department, the Legislative Reference Bureau, the Queen Liliuokalani Children's Center, Hawaii Association of Independent Schools, the Waianae Comprehensive Health Clinic, The Catholic Schools Department and one hundred twelve private schools throughout the State, which I will decline to list for you. This was indeed an enormous community effort, to look at one group of youngsters.

We put some limitations on the study: First we would consider this one piece of a continuing look at Hawaiian children. Second, we would only look at those kinds of things that we could document as educationally relevant. You can imagine how political an issue this could be, if you started to look at all kinds of social-economic conditions. Everything that we dealt with, whether or not it had other social implications, had to directly relate to the educational or academic development of children. We defined the Hawaiian population as anyone who had ancestors here prior to 1778, when Captain Cook came here; therefore we used the broadest definition of Hawaiian/part Hawaiian children possible. We also limited our study to infants and school-age youngsters, we did not go beyond age 18, and essentially, with one exception, we worked with data that had already been collected. We have enormous information resources in this community, and we have enormous information resources at the federal level, but no one had really put it together very well, so we put it together. The one exception was all of the Hawaiian children that were in those hundred-some private schools for which there was no information; we went directly to each of those private schools and collected information on the Hawaiian children enrolled. Those of you living in Hawaii know what I'm saying when I tell you that out of a hundred and twelve private schools, we got data, full cooperation, from one hundred and eleven. There was just incredible interest in the community for something like this project.

We had to have some kind of theoretical framework. Since Urie Bronfenbrenner was on our committee we decided to take his theory of ecological environment and apply it. Basically this is a theoretical framework for looking at the development of a human being and is a layering kind of theory. Things happen to children, things happen to people at different levels of complexity. The youngster growing up has direct impact with his parents, his peers--all of those interactions directly focus on a child. And if those interactions are highly compatible with the child's emerging form, he is going to be a very successful person. If there is a lot of conflict, there is going to be a lot of difficulty occurring. We wanted to look at those interactions. At a larger level here what they call a mesosystem, the interactions of the child with his family constellation, the interaction with the school constellation, the interaction with his peers and that overlapping of the family and the peers, family and the school--those institutional kinds of effects that do have impact on the child. At a broader system at another level, the exosystem, are typical institutions out in the community. The child doesn't necessarily touch this institution but for example, the school board might say, everybody that's going to graduate from school must speak standard English with no flaws. That could have an enormous impact on some Hawaiian children. Various kinds of federal policies in institutions at that level could be compatible or not compatible with the developing child. And lastly, the macrosystem includes all of this, if you will--the very values of our culture, the values and beliefs that we hold as human beings within our culture. And if the Hawaiian child growing in the total macrosystem has a value system that is compatible with it, this frees the youngster to learn. If it is incompatible, that provides blockages to the full total development of the child. We felt very strongly when we started thinking about the design that what happens to the youngster is not just at this moment in time.

In other words, the Hawaiian child growing up today is also a product of his family, and his family's family and his family's family's family. You go back in time. And so we looked at this ecological theory and we said: Well, there are things that have happened all the way along, from the very first Polynesian settlers here, that affected all of these micro, meso, exo, macro systems in a child. Dr. Bronfenbrenner's transforming experiences--huge things that happened to a country, a person, a people, that literally changed the viewpoint that transforms the whole culture--and my goodness, did they ever happen here! We talked about the arrival of Captain Cook. It was a transforming experience for the Hawaiian population. King Kamehameha the First, when he united the islands, a different environment developed. When the missionaries came, what a different environment it was. These are major transforming experiences. The land reform--all the way to the last one so far, Statehood. So we could look at developing children as they are today and at their home environment but we could also look at the impact of the past upon the present. That is the theoretical framework.

Now I want to share just bits of the data with you. We first started looking at the standardized test scores of youngsters. In the State of Hawaii about 80 percent of the children go to public schools. Of the four major ethnic groups in the public schools, Caucasians represent about one-fourth of the children, the Hawaiians, the Japanese, and the Filipinos each represent about another 20 percent, and the rest of the many ethnic groups in the state comprise around 10 percent. As our population for this study, we looked at both the public and the private sector schools. Those of you who do not live in Hawaii may not know that there is one single school district. The Department of public schools does not have any local school districts. In the Department of Education schools, of the 161,000 total enrollment, 33,000 of them are Hawaiian/part-Hawaiian,

or about 20 percent of the youngsters. In private schools, about one out of every four are Hawaiian/part-Hawaiian.

Essentially we looked at all the children, so we're talking about a total population when I start giving you some of these results. We looked at the standardized testing program results of Hawaiian/part-Hawaiian children and others from the Department of Education at grades 2, 4, 6, 8, and 10, over a three-year period, from 1976 to 1982. So we had some longitudinal information. We looked at all the subtest data for these children, examined all of them.* The resulting data, in combination with other research--including testimony, social indicator statistics, and other social science analysis--gave us the major findings of the project. In brief summary, these are as follows: (1) academic achievement--taken as a whole, Hawaiian students score below the national average on standardized tests; (2) special educational needs--Hawaiians are disproportionately represented in many negative social and physical statistics, indicating their special educational needs; (3) culturally-related needs--Hawaiian students have educational needs which are related to their unique cultural situation, e.g., learning style and feelings of self-worth; (4) educational research--although more needs to be done in this area, educational research and development projects in Hawaii and on the mainland have identified principles of effective schooling which can be applied in efforts to address the unique needs of Native Hawaiian students.

The NHEAP final report set forth four broad recommendations for addressing the unique educational needs of Native

* Dr. Brough concluded his talk by presenting some 74 slides and accompanying comment that provided substantial elaboration of the findings and resulting activities of the Project. The material included here has been adapted from "Native Hawaiian Educational Assessment Project," a special supplement to He Aha Ka Meahou ma Kamehameha, Vol. 17, No. 2, Winter 1983, 4 pages.

Hawaiians: (1) continue to emphasize Basic Skills; build upon success with lower-achieving students; build success for potential higher achieving students; (2) develop inter-agency programs aimed at individualizing support for Hawaiian students and families with special needs; (3) support Hawaiian and multi-cultural studies; (4) conduct further research into educational needs related to the unique cultural situation of Native Hawaiians.

These recommendations have since been implemented in a wide variety of activities, now functioning under the Center for Development of Early Education, described at the beginning of this talk.

FROM DESK TO BLACKBOARD:
A PRACTITIONER'S APPROACH TO TEACHING REFERENCE

Threasa Wesley and Nancy Campbell

In studying the theme, "School Libraries: Partners in Education," for this 1984 IASL Conference, my colleague and I discussed our own philosophy of librarian/teacher partnerships. We believe that providing library reference service is really teaching on an intensive, one-to-one basis that should be coordinated with classroom instruction. In order to provide an appropriate introduction to this teaching responsibility, especially for students planning careers as school librarians, we modified course design and our own teaching methodology to allow each student to individualize a significant portion of the course's content.

Both my colleague and I had a great deal of enthusiasm for teaching the graduate reference requirement which grew as we discussed our own experiences as students in this core course and researched published material on the subject. This investigation revealed many core reference courses are based on the memorization of specific titles.¹ Moreover, in our own classes, the great majority of these titles were written for college and university library collections. Certainly a novice school librarian cannot expect to find in his/her media center those same academic titles memorized in the introductory reference course. Further, the memorization of specific titles and their properties, e.g. Encyclopaedia Britannica's arrangement, number of entries, type of binding, etc., has at best a temporary value for any library science student. New, sometimes better, reference works are regularly published; and classics become outdated. Our own job experience had illustrated

these two points. We both agreed that asking our students to concentrate on the strengths and weaknesses of specific titles was not the best preparation for the realities of the reference profession. Leontine Carroll's comment that "the lists (of reference works)...implied endorsement of titles, they omitted titles of equal quality..."² added support to our desire to try a different teaching approach.

Therefore, we attempted to follow a trend in library education toward emphasizing types or categories of reference materials rather than stressing specific titles. Instead of devoting class periods entirely to the scope, type of illustration, currency, etc., of each and every resource, we lectured principally about genres of reference materials. For example, class sessions centered on the purpose of encyclopedias as compared to almanacs. We discussed the myriad uses of dictionaries, not whether Webster's 3rd includes 500,000 or 700,000 definitions.

Laurel Grotzinger, in her overview of various methods of teaching reference, presents this approach as a rejection of "an appeal to a pre-specified, known authority in favor of a degree of organization and generalization of information."³ We believe that if our students felt confident in their understanding of this "organization of information"--being familiar with the strengths and purposes of each group of materials--the course would have a broader application than if they memorized the specifics of individual titles. Discussing genres of reference resources should provide prospective school librarians with a strong foundation to select appropriate resources to fill their own students' special information needs.

Of course, we realized that this basic information

about the broad categories of reference materials would have to be supplemented with guidance in critically analyzing specific reference works if our students were to be able to build effectively on this foundation. To provide this guidance we chose to include weekly in-class assignments in our course outline. Because our class was physically located in a classroom in the library, incorporating these exercises was very convenient. In a typical session, the first block of class time was devoted to presenting a new category of sources. In our presentation we introduced a type of tool and included some basic discussion as to why one would consult that type of reference source. We concluded this portion of the class by reviewing examples of specific titles in that particular category and asking each student to examine these examples and others related to libraries in which they planned their careers. The class was then divided into several small groups and each assigned a separate project. After an allocated period of time for research, the class reconvened to discuss their findings.

In our session on encyclopedias the students compared treatments of four topics, "sex education," "nuclear energy," "communism," and "abortion." By checking entries for these controversial issues, they were able to make valuable judgments about bias and depth of coverage among encyclopedias being compared. This exercise was only one of several in-class activities designed to help our students gain firsthand experience in critically reviewing reference materials.

Exercises such as these sparked good class discussions. Students were capable of contributing valuable comments and seemed genuinely interested in participating. It was evident that the students were enthusiastic about gaining some

firsthand experience in evaluating and analyzing reference sources. Moreover, their test results demonstrated a high rate of understanding and retention of these concepts.

Through the combination of lectures emphasizing categories of sources and these in-class activities, our students became thoroughly familiar with the various organizations of information available to librarians and learned to evaluate specific titles in each category of tools. As a culmination of this coursework, we required each student to prepare a reference collection development project. This term project was designed not only to demonstrate mastery of the course content, but also to serve as a juxtaposition to actual reference work.

The project consisted of two sections. The first part was a detailed description of a particular type of library, its users and their information needs. The library could be one with which they were already familiar, or a fictitious facility. We were especially interested in a description of the environment of the library and what impact that setting had on the nature of reference services, e.g. a high school library with Spanish-speaking students, an academic library in a university setting, a medical research library within a hospital, etc. The second half of the project was a listing of materials which the students considered to be their "core collection," or the most basic reference materials necessary to provide for users' needs. We asked them to limit their selections to no more than thirty sources and include only titles essential for reference service in their particular library. (Titles other than those studied in class were expected to be considered.) They were to include a brief justification for each title, taking into consideration such

factors as scope and coverage, cost, the library's relationship to other collections (for example, if the library had easy access to a larger collection), etc.

Overall, the students did an excellent job of formulating their library settings and selecting their core collections. A large number of the libraries discussed were school libraries. Nevertheless, each school library project listed a unique core reference collection. The students seriously considered the student body and curriculum of their school, as well as any additional resources available to their students before selecting this minimum collection. We were gratified to see that most of the projects had been well thought out and included persuasive justifications for the titles chosen. The diversities of the reference collections described confirmed that our course design had conveyed a broad introduction to reference materials. As a result, we felt the change of emphasis away from specific titles had been justified.

Early in the planning stages for course content we also determined a mutual concern for familiarizing our students with the many related services often associated with a reference department. We felt it important to introduce those services such as interlibrary loan or bibliographic instruction that act as vital complements to reference desk service.

One of the first services we discussed with our class was bibliographic instruction. Despite the fact that instruction programs are increasingly becoming an integral part of reference work in all types of libraries, few library schools offer a course dealing exclusively with instruction techniques.⁴ Therefore, we asked our students to devise instructional presentations for assigned audiences during

one of our in-class exercises. We selected a variety of audiences and subjects to induce discussion of the goals and diversity of instructional services in libraries. In this manner, one group of school librarians in our class was able to devise a simple skills game for a younger audience, while another group designed handouts for graduate students illustrating a scholarly index.

We did not expect each member of the class to be able to direct a full instructional program after this brief experience; however, students did leave that class session with ideas and questions and even some budding confidence in their instructional capabilities. Our intent in each service introduction was not to inundate students with additional material, but to provide a sampling of important reference activities. Based on several in-class assignments and their results, the students did gain a foundation for providing many of these services in the future.

We included these services into our course outline, not only as a foundation for those students planning reference careers, but also to provide a general understanding of total reference operations to students concentrating in other areas of library work. For this reason we spent a substantial amount of class time introducing online database searching despite the fact that several courses on this topic are offered at the graduate level in library science programs. Although our students who will become school media specialists may not have online literature searching capacity in their library, any familiarity with this research aid will enable them to make valuable referrals for faculty and perhaps even students needing this resource. The introductory reference course may indeed be the only opportunity to present these services.

Conclusion

Based upon reactions, comments and test results from our students, we are confident that the students completed the course with an ability to utilize the broad range of reference resources that are available to librarians. Just as importantly, they had developed some critical abilities to choose materials for their library's particular audience. Finally, they were introduced to and had some practical experience with the services generally associated with reference department operations.

For the future school librarians in our classes, we have provided a primary preparation for their careers. As they continue their graduate program, taking more specialized courses, they will build on this framework, filling in details, specific titles, and developing better and better competencies for their transition to their role as one-on-one teachers. They will find this foundation invaluable as they, too, become partners in education.

NOTES

1. Samuel Rothstein, "The Making of a Reference Librarian." Library Trends 31, Winter 1983, pp. 375-399.
and
Mary Jo Lynch and George W. Whitbeck, "Work Experience in a General Reference Course--More on 'Theory vs. Practice,'" Journal of Education for Librarianship 15, Spring 1975, pp. 271-80.
2. Leontine Carroll, "Down With the Lists," RQ 6, Fall 1966, pp. 29-31.
3. Laurel Grotzinger, "One Road Through the Wood," Journal of Education for Librarianship 9, Summer 1968, pp. 24-25.

4. Lisa Howorth and Donald Kenney, "Education for Bibliographic Instruction: A Syllabi Project," College and Research Libraries News 44, November 1983, pp. 379-80. In this report, thirty-three schools responded with information about courses in bibliographic instruction. The 36th edition of the American Library Directory lists 336 library schools and training courses.

SCHOOL LIBRARIES IN KENYA AND THE AVAILABILITY
OF SUITABLE LOCALLY PUBLISHED LITERATURE:
PROBLEMS AND PROSPECTS

Peter G. Mwathi*

As much as school librarians everywhere would not like to believe, the libraries for which they are responsible and for which they devote so much of their energy are but small units within the bigger systems comprising the school in which they are located, the community for which the school caters and eventually the country in which the particular community is located. I would therefore like to attack today's subject with a quick look at the country whose school libraries we will examine in some detail.

Kenya is one of the countries popularly described as developing and it is situated in East Africa. It is bordered to the North by Sudan and Ethiopia, to the East by Somalia and the Indian Ocean, to the South by Tanzania and to the West by Uganda. It has a population of 15,327,061 and an average population density of 27. It covers a total area of 585,000 square Km (224,960 sq. miles) and is roughly $2\frac{1}{2}$ times the size of the United Kingdom. Although approximately three quarters of the country is either desert or semi-desert, the country is dependent on agriculture for its economy. Kenya is a land of contrasts in many ways, stretching as it does from the sea level on the shores of the Indian Ocean to the snow-peaked Mt. Kenya at 17,040 ft. above sea level. It is a country of vast plateaus and many highlands and it boasts also the scenic Great Rift Valley. The climate and vegetation also varies considerably with many areas of high

* Mr. Mwathi was unable to attend the conference to deliver his paper.

rainfall with hot, humid climate and others with scanty or no rainfall with hardly any vegetation. The climate has naturally tended to dictate the human settlement with concentrations in the wetter more productive regions and hardly any settlement in the arid areas.

Kenya has one of the fastest growing populations in the world with a rate given as 3.6% per annum. According to the population census of 1979, the school-going population (ages 0-19) was 9,151,862 or roughly 60% of the total. This situation has placed an extremely heavy burden on the education system, which has been forced to double its primary and secondary school facilities within the last ten years in order to cope with the increasing demand for school places.

This burden has been particularly felt by the general population in the country whose per capita income is only US \$420. The Kenya population is made up of very many different ethnic groups with almost in every case totally different language and culture. It is not unusual to find in some secondary schools, a class made up of pupils who would not be in a position to converse in their mother tongue because they would be talking in different languages. The efficacy of having a lingua franca in the form of English and Swahili cannot be overestimated in such a situation.

Kenya is an independent country whose evaluation started with the colonial era at which time there were efforts by various Western countries to carve up Africa into spheres of influence which contributed to the creation of colonies in the first half of this century followed by efforts by the indigenous populations of these countries to rid themselves of their alien conquerors and develop into sovereign independent nations. This background is important from the standpoint of anyone interested in understanding the underlying causes of the problems discussed in this paper. First of all, up to now the educational system in the country has been modelled on that of Britain and all of the resources utilized in the Kenya classroom are derived from British

equivalents or adopted from them. In short, therefore, the long and deep ties with the British Education System have continued even after many years of independence to play an important role in the development of all aspects of education in the country. The British realized quite early that education was one method of achieving their colonial goals since it could be tailor-made to produce the kind of literate Africans who could be utilized by the government and by the private sector as the source of semi-skilled workers to support the political and economic infrastructure of the time. Without labouring this point further, it should be understood that the educational system of any country or any community is firmly or should be firmly based on the relevant society's philosophy and its aims and objectives should fulfill the dictates of this. The system of education in Kenya up to 1963 therefore did not place too much emphasis on the quality of education the majority of Africans received, since it was enough just to produce literate people who could then be absorbed into the social and economic infra-structure system of the time. There were inadequate school places and poor facilities in schools where it was rare to even find adequate textbooks leave alone school libraries. There was no public library service for the Africans in Kenya because the library service existing prior to independence in 1963 was reserved for Europeans only.

The purpose of this paper is to look at developments which have taken place within the last twenty years bearing the above introduction in mind. Notable amongst the landmarks of the period is the creation of a public library service in 1967 which was the first desegregated library service in the country after independence. The Kenya National Library Service Act of 1965 provided for creation of such a service which would be centrally organised from the Capital, Nairobi, and cater for all areas through regional, provincial, and district libraries. The system

started with a nucleus headquarters and has up to the present time developed ten branch libraries. The development of the public library system had direct relevance to school library service because the system was meant to provide it as part and parcel of the public library service. According to Hockey whose recommendations led to this development:

In view of the many pressing demands upon the limited funds available for Education in these territories, it will probably be some time before serious consideration is given to the provision of school library services in the accepted sense of the term. If, however, central library services are to be established in each territory, it may be desirable to examine the part which such an organisation can play under the conditions existing at present and in any future developments which may be contemplated by the education authorities.¹

In the almost total absence of school libraries in the Kenya educational system, the provision made by the public library service has been fairly significant. Today schools may borrow 200 books per term from the Kenya National Library Service on payment of an annual subscription of Shs. 100/= . Unfortunately not many schools have taken advantage of this service, some because they are unable to raise the subscription fee. As another librarian has observed also, most of the registered library users in the adult sections of the KNLS Board libraries are students.²

Although there are a few good school libraries at the primary and secondary levels in Kenya especially in the urban centers, the situation has not changed much within the last two decades. In fact it can be noted that the schools with proper school libraries in Kenya are still the exception rather than the rule. This view is supported by the statements made by various educators and librarians who have at one time or another examined the prevailing situation.

In 1973, Maleche and Krystall,³ discussing the role of school libraries, lamented the fact that there was no government policy on school libraries, as a result of which the

existence and quality of school libraries tended to depend on the competition for scarce resources.

A librarian who conducted a survey of secondary school library facilities in Central Province, Kenya, in 1977 reported that:

. . . Schools have at least made some attempt to make library provisions in spite of all the heavy odds . . . Nevertheless, they find themselves greatly hampered by lack of direction and motivation, let alone finance from the relevant authority, in this case the Ministry of Education.⁴

In 1975 the Ministry of Education published a Manual for Heads of Secondary Schools in Kenya which contained an appendix on the school library⁵ summarizing the considerations involved in the planning and running of a school library.

The manual did not make it mandatory for schools to have libraries but rather addressed itself to the task of informing school heads on what to expect in the running of a school library. The lack of viable school libraries in Kenya has had a negative effect on publishing in Kenya by limiting the literary market place, except for books bought as textbooks and those few bought by individuals for their personal use. Looking at the publishing scene, it is readily seen that the earliest publishing done in Kenya was by missionaries and involved the publication of religious tracts and other books. In fact one of the earliest publications in Kenya was the second catechism of the Indian vernacular society in 1890.⁶ According to the same author, there were various publishers mainly concentrating on publishing local newspapers but also indulging in the publication of books and magazines of local interest right from the beginning of this century. What is important to note, though, is that many of them were entrepreneurial efforts by foreigners most of whom are not in existence today.

The publishing scene in Kenya today is characterized by the presence of three types of publishers. The first type includes the subsidiaries of international publishing houses with vast resources who are in the country publishing local material for strictly commercial objectives. In this category we could include Longmans, Heinemann, Oxford University Press and others. They are mainly involved in publishing textbooks for use in local schools because that is where the greatest profits are likely to be made. Their expertise is needed and that is why they are still operating in Kenya and many other developing countries, but because the only profit to be made in publishing is likely to come from school textbooks, the few indigenous publishers who are unable to get into the business of publishing textbooks are unable to overcome the monopoly of foreign publishers. Subsidiaries of multinational publishing firms have nevertheless made a significant contribution to the provision of suitable literature for local consumption not only by attempting to publish local authors but also by adapting to the needs of the local situation by themselves undergoing rapid changes. To demonstrate this, it is necessary at this point to look at a few subsidiaries.⁷ Longmans was the earliest publisher to open an East African Office in Nairobi in 1950, mainly to deal with the distribution of books imported into the region. They continued this lead by becoming the earliest subsidiary of a British multinational firm to get involved in local publishing of educational books, and were also the first to embark on Africanisation of their staff which they completed in 1972. Longman Kenya retains a healthy working relationship with the Longman Group but has published many local authors in English, Kiswahili and other local languages. By 1981 it had over 100 titles in Kiswahili. It recently published a best-selling novel The Men from Pretoria by a local author, Hilary Ng'weno, which has been translated into several European languages. By 1977 40% of the Longman Kenya shares had been bought by Kenyans making it a truly

local publishing venture. Oxford University Press was the second branch of a British Publisher to be established in Kenya in the early fifties and to establish an office in 1954. It embarked on the editing and production of local literary efforts in 1965 and has been particularly active since then in the publication of local Swahili titles and journals such as Zuka. Among the most successful was the New Peak Course used in primary schools and the New Oxford English Course for East Africa. O.U.P. also published President Nyerere's translation of Julius Ceasar in Kiswahili. Heinemann Education Books (East Africa) was started in 1967 as a joint venture between Cassell and Heinemann mainly to process local orders for imported books. It was locally incorporated in 1968 and Cassell pulled out. H.E.P. started publishing locally in 1971 utilizing a publisher from the United Kingdom who was also responsible for the training of a local publisher, who took over as Managing Director by 1976. Between 1974 and 1980 130 local titles were published. H.E.B. continues to market imported books from its parent company which still owns it, but 50% of the turnover is locally published books. H.E.B. has made a contribution by introducing Spear Books, a series of books for light reading, as well as getting involved in the publication of textbooks. It also published the local bestseller in Kikuyu entitled Ngahiika Ndeenda by Ngugi wa Whiongo and Caitani Mutharabaini by the same author.

The second category is that of government owned or controlled publishing houses or publishing houses in which the government has an interest. Of these the Kenya Literature Bureau and Jomo Kenyatta Foundations (JKF) are the most important. The Kenya Literature Bureau is successor to the East African Literature Bureau which was established by the governments of the three East African countries in 1948 to provide for the reading needs of the Africans by publishing books and magazines for Africans, encouraging

African authorship, assisting in the distribution of books and establishing and administering libraries for African readers. Under the leadership of Mr. Richards, then Literature Secretary to the Church Missionary Society, the bureau published educational and general books. Books were published in 28 African languages and by the time Richards left the service after 15 years, an average of one book a week had been published.⁸ The bureau established a few school libraries and also provided postal service to readers. At the time the East African Community broke up in 1977, the Kenya Literature Bureau was formed with similar organisations in the other two East African countries being born at the same time.⁹ The achievement of the bureau was the publication of a large number of titles in various local languages and the encouragement of local authors. Kenya Literature Bureau continues this tradition but has extended the range of publications' level up to the University. The Jomo Kenyatta Foundation was established in 1966 initially as a charitable organisation responsible for many other things apart from publishing of books. There was in 1966 a memorandum signed between JKF and the Ministry of Education which gave the Foundation the right to publish and to distribute materials prepared by the Kenya Institute of Education which was responsible for research and curriculum development activities of the Ministry.¹⁰ From this beginning, the Foundation has published all manuscripts produced by the Kenya Institute of Education and enjoyed the monopoly of publishing all prescribed textbooks for primary schools in the Country. Unfortunately JKF has limited itself to only textbooks for schools and is sometimes unable to provide adequate quantities of textbooks to all schools, through the Kenya School Equipment Scheme.

The third category of publishers, the indigenous publishers, is probably the least significant in so far as availability of locally published books are concerned with maybe a few exceptions. Indigenous publishing firms are

very small and are severely limited by lack of qualified manpower and financial backing to be able to make any noticeable impact in the publishing field. This is especially so because the market for educational books which is the mainstay of the Kenya publishing industry is monopolised by the multinational publishing subsidiaries which also seem to be more popular with the Ministry of Education than the local publishers. Transafrica Book Distributors is one of the few successful publishing houses. Others include Foundation Books, Elimu Publishers, Comb Books and Uzima Press. As an indigenous publishing house, East Africa Publishing House (EAPH) stands out because it is the largest and most successful. EAPH started initially as a joint effort between Andre Deutsch and the East African Institute of Social Research and Cultural Affairs. Andre Deutsch pulled out in 1966 selling his shares to the Institute. This made EAPH the first publishing house wholly based and managed in East Africa.¹¹ EAPH has published books on all subjects, for all levels of readers, as well as journals. Of particular interest to school librarians are the many supplementary readers for schools including the series The East African Junior Library, the traditional story books for upper primary under the series East African Readers Library, and the children's books in the series Look at Life and Lion Cub. Of particular significance is the long list of indigenous authors introduced by EAPH, some of whom like Okot p'Bitek, Tabon Lo Liyong and Grace Ogot have become established as distinguished African authors.

Now that we have looked at the country, its school libraries and the publishing scene, it is appropriate that we consider the problems and prospects of availability of suitable literature. As you have already noted, Kenya has been and continues to be partially dependent on imported literature for historical and economic reasons. The subsidiaries of multinational publishing firms were already

firmly established by 1963 when the country became independent. The textbooks used in schools and most of the books to be found in school libraries were either imported or locally published by the same multinational publishers. It was therefore unlikely that local publishing houses would find it easy to fit into the literary market. There is need for more indigenous publishing to cater to the fast-growing body of literates produced by the formal school system and the new programme for adult literacy. Apart from the challenge of the multinationals, indigenous publishing companies which are invariably small are beset with other serious problems including lack of know-how in the form of qualified and experienced manpower, lack of capital and lack of authors, because authors also are more willing to submit their manuscripts to well established publishers.

The problem of availability of suitable literature will not necessarily be solved by having many successful indigenous publishers, however. Unfortunately the literary market in Kenya is a very limited one. It is limited to the few viable libraries in the country and the very few general readers who are prepared to invest in books by buying them. Kenyans are poor readers and therefore poor book buyers, and most stop reading books after leaving formal school. As a result the market for educational books constitutes about 85% of the total market, leaving very little to general books. The problem is further complicated by the high production costs for locally printed books. In spite of the fact that paper is manufactured in Kenya, it is much more expensive than imported paper and importation of paper is restricted in order to protect the local paper industry. Publishing is therefore a very capital-intensive undertaking in Kenya and since sales are generally low, it can be a very risky undertaking. With importation of books being allowed, multinational publishing houses prefer to import into the country books they have published more cheaply elsewhere, thus restricting their local publications.

There are reasons why foreign books cannot easily satisfy the local reader, the most important being the lack of familiar backgrounds and local flavour. There is therefore in Kenya in the long term considerable potential in local publishing. With the illiteracy going down and introduction of free universal primary education and the people becoming more attracted to books, the literary market is likely to expand. Such local publishers as the Kenya Literature Bureau and the East African Publishing House will have to increase their output particularly of children's books to avoid complaints from libraries about the scarcity of locally published titles.

Even when the reading public has increased, other criteria will still determine the question of availability. Since publishers must sell to survive, they will have to price their books to make sure that the average reader who is not very well off can afford to buy their books.

REFERENCES

1. Hockey, S. E. Development of Library Services in East Africa: A Report submitted to the Governments of East Africa by S. E. Hockey, O.B.E. FLA, Libraries Organiser, December, 1960.
2. Ng'ng'a, J. M. Libraries and Librarianship in Kenya: a background paper (mimeographed), pp. 4-5.
3. Maleche, A. and Krystall, A. The Library as an Educational Tool (A Talk given to the Library Seminar of the World Confederation of the Teaching Profession). IN Maktaba, Vol. 1, No. 1, 1974, p. 5.
4. Kinyanjui, W. G. Secondary School Library Facilities in Central Province, Kenya - A Report (1977), p. 17.
5. Kenya, Ministry of Education. A Manual for Heads of Secondary Schools in Kenya. Nairobi: Jomo Kenyatta Foundation, 1975, pp. 84-87.
6. Ndegwa, J. Printing and Publishing in Kenya: An Outline of Development. London: SCOLMA, 1973, p. 1.

7. Ojuando, G. D. Publishing and Bookselling in Kenya: Problems and Prospects. M.L.S. Loughborough University of Technology, 1981, pp. 14-46.
8. Lamont, G. "Book Bureau to Concentrate on Adult Literacy." IN E.A. Standard, 4th January, 1963.
9. Ojuando, Op. Cit., p. 36.
10. Mirima, H. "The Jomo Kenyatta Foundation: A Unique Publishing Venture." IN Kenya Times, 19th September, 1983.
11. Ojuando, Op. Cit., pp. 37-41.

FIRST LANGUAGE COLLECTIONS IN ELEMENTARY SCHOOL LIBRARIES: DO THEY INTERFERE WITH THE ACQUISITION OF ENGLISH?

Ken Walters

The recent increase in ethnic minority population of schools in Canada, the United States and Europe has given rise to increased debate on how schools should respond to the cultural and linguistic diversity of their students.

In analyzing public response to multicultural programs in Toronto schools, Masemann (1978-1979) identified the following concern:

Language maintenance or development programs in the schools, other than French or English, will retard the English language development of ethnic minority children, and they will impede English language development of the ethnic minority community themselves. (p. 39)

In her article, "First Language Materials in School Libraries," J'Anne Greenwood (1983) reports

While the days of punishing children for speaking in their own language have officially passed and educators seek to supplement rather than supplant the student's culture, there is nevertheless, the lingering feeling that encouraging the use of the mother tongue will interfere with the learning of English. (p. 15)

A news story with the heading "Panel Asks Stress on English Studies" by S. Daley, appeared in the New York Times, May 6, 1983. It states in part:

The educators said the Federal Government should support programs that teach children to speak, read and write English as quickly as possible by 'immersing' them in the language. (p. 1)

The continuing belief that use of the first language in E.S.L. classes interferes with the acquisition of English is not confirmed by research (McLaughlin, 1978). Indeed, on

the foundation of what has been learned about second language acquisition during the past 15 years, Ovando (1983) affirms, "It would be pedagogically unsound and sociopolitically imprudent to return to the sink-or-swim methods of the past." (p. 567). Nevertheless, the debate over the efficacy of first language instruction and materials continues.

In 1983, as part of a Multicultural Program, the Vancouver School District purchased a First Language Collection, consisting primarily of fiction books. This collection includes books written in Chinese, Greek, Hindi/Punjabi, Italian, Japanese, Portuguese and Vietnamese. These books form a district collection and are available to teacher-librarians on request. A large portion of the Chinese collection was used at Lord Strathcona Elementary School, whose Chinese population is about 85% of the total school population, or about 700 students.

The writer is a teacher-librarian at Lord Strathcona Elementary School in Vancouver, Canada. The attitude on the part of most staff toward the First Language collection was, "What do we need these for? Aren't we supposed to be teaching the kids English?" The books ranged in reading level from primary through to upper intermediate. No teachers, however, made any use of the books. To promote the use of the books the teacher-librarian contacted a Chinese-speaking parent who quickly became enthusiastic about reading to groups of children in Chinese. A number of teachers invited the parent into the classroom, and the response on the part of those teachers participating was enthusiastic, describing the story time in the student's first language as a "wonderful experience for the children." Not only that, students eagerly came to the library asking for Chinese books.

Because of the experience of the teacher-librarian in working with the parent, teachers and students in this "Story Time in First Language Program," a central question presented itself: would E.S.L. students who heard stories read in their first language make greater gains in reading achievement

than E.S.L. students who heard stories read in English?

A study was designed to answer the above question. It was anticipated that the study would find evidence that would disprove the commonly held belief that the use of first language materials, and specifically First Language Collections, with E.S.L. students interferes with the acquisition of English. It was also anticipated that the study would provide further empirical evidence which makes it possible for Wertheimer to state, "The argument for the provision of books for children in their mother tongue is overwhelming." (p. 347)

Since only two studies were found which concerned themselves directly with the use of first language literature and its effects on second language acquisition, it was necessary to investigate the literature in a broader research area: Bilingual Education. By examining research findings in this area it was expected that evidence could be found which supports the following hypothesis:

Hearing stories read in Chinese is associated with greater gains in reading achievement in the second language among Chinese intermediate E.S.L. students than hearing stories read in English.

In the New York Times article of May 6, 1983, the educators who recommend immersing students in the language, stated, "We are not criticizing bilingual education per se . . . There is all kinds of contradictory evidence about whether or not it works."

The question really is does it work? Does bilingual education--the use of first language materials and instruction during some part of the school day--help children learn to read, solve math problems and speak in English? There are two major difficulties in answering this question. First, many studies have critical weaknesses in research design (Dulay et al., 1979; McLaughlin, 1982; Troike, 1978; Zappert and Cruz, 1977). Because any one of several weaknesses in research design, such as no baseline comparison

or control group, invalidate research results, the findings from many studies cannot be considered in the discussion of the effects of bilingual education on student performance. But such studies have been quoted to support positions for or against bilingual education. Second, there is no agreed upon criteria of what constitutes a bilingual education program. In one program first language may be used 100% as an instructional language, while in another program it may be used far less. It is easy to understand why there is contradictory evidence about whether or not bilingual education works. What kind of results would we find if we looked only at the studies which do not have critical weaknesses in research design? This is exactly what Dulay et al. (1979), Zappert and Cruz (1977) and Troike (1978) did.

Dulay et al. (1979) conclude:

Despite the recentness of this complex innovation more than half of the findings show that bilingual education worked significantly better than monolingual programs for LES/NES [limited English speaking/non English speaking] students. (p. 2)

It should also be noted that in Dulay's study (1979) over 40% of the findings were neutral; that is, there was no significant difference between bilingual programs and monolingual programs, and only one percent was negative.

The study by Zappert and Cruz (1977) yielded the same findings when comparing bilingual education programs to monolingual programs: 58% were positive, 41% neutral and 1% negative. The investigators conclude:

Contrary to widespread belief, the research to date is not contradictory with regards to the effects of bilingualism and bilingual education on student performance. The research reviewed . . . strongly supports the use of the child's native language as a medium of instruction in U.S. schools. (p. 40)

Zappert and Cruz also point out:

A non-significant effect [neutral] is not a negative finding with respect to bilingual education. A non-significant effect, that students in bilingual classes are learning at the same rate

as students in monolingual classes, demonstrates the fact that learning in two languages does not interfere with a student's academic and cognitive performance. Students in bilingual classrooms have the added advantage of learning a second language and culture without impeding their educational progress. Under these circumstances a non-significant finding can be interpreted as a positive effect of bilingual education. (p. 39)

Troike (1978) identified twelve "quality" bilingual programs and states:

Enough evidence has now accumulated to make it possible to say with confidence that quality bilingual programs can meet the goal of providing equal educational opportunity for students from non-English speaking backgrounds. (p. 8)

In reviewing Herbert's study of grade 3, 6 and 9 Francophone students in Manitoba, Cummins (1979-80) emphasizes that

There is no simple relationship between instruction through the medium of a language and achievement in that language. . . . Francophone students receiving 80% instruction in French and 20% instruction in English did just as well in English as students receiving 80% instruction in English and 20% instruction in French. (p. 83)

Researcher Tove Skutnabb-Kangas (1979), after completing a study of almost 700 Finnish children in bilingual and monolingual programs in Sweden in grades 1 to 9 concludes:

It is pedagogically wise to give migrant children and other minority children as much teaching of and in their mother tongue as possible. . . . Such teaching will certainly do no harm, but not giving it may prove fatal. (pp. 17-20)

After an extensive study with Navajo children Rosier and Holm (1980) found that by the end of grade 6, children in the bilingual program were performing at United States grade norms or slightly above in English reading, whereas before the bilingual program Navajo children at Rock Point were about two years behind norms in English reading by the end of Grade 6. The author makes the simple observation that the "ability in English (as a second language)

is not necessarily a simple function of the length or amount of in-school exposure to English" (p. 28).

The Rock Point Navajo study is supported by similar findings with Aboriginal children in Australia by investigators Gale et al. (1981). The findings of the four year bilingual program are summarized by the authors:

Since the introduction of bilingual education at Milingimbi, the children are not only learning to read and write in their own language and furthering their knowledge with respect to their own culture, but they are also achieving better academic results in oral English, reading, English composition and mathematics than they were under the former English monolingual education system. (p. 309)

In the search of the literature, two studies were found which focus on the use of first language literature and its effects on reading achievement in L2, and attitudes toward reading. Both studies were carried out by Isabel Schon et al. (1981a, 1981b) with Hispanic students in the United States. It was found that the group which experienced silent reading time in Spanish did not achieve greater gains in reading in English than the control group. However, the reading attitudes of the experimental group improved significantly ($p < .05$). The authors note that within the experimental group gains in English and Spanish reading abilities are positively correlated.

It is important to place the above empirical findings of the effects of bilingual education on reading achievement and general academic achievement in a theoretical framework. What is taking place at a cognitive level to explain the findings?

Jim Cummins of the Ontario Institute for Studies in Education describes bilingualism as "a positive force in children's intellectual and educational development" (Cummins, 1981, p. 22), and posits the Interdependence Hypothesis to place research findings into a meaningful theoretical framework. In providing the rationale for the hypothesis Cummins states:

The fact that there is little relationship between the amount of instruction* and academic achievement in that language strongly suggests that L1 and L2 academic skills are interdependent, i.e., manifestations of a common underlying proficiency. (p. 41)

He formally states the hypothesis as follows:

To the extent that instruction in Lx is effective in promoting the proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly. (Cummins, 1983a, p. 41)

Cummins gives a concrete example:

In a Ukrainian-English bilingual program, instruction that develops Ukrainian reading skills is not just developing Ukrainian skills, it is also developing a deeper conceptual and linguistic proficiency which is strongly related to the development of English literacy and general academic skills. (Cummins, 1983a, pp. 41-42)

In summary, despite the debate surrounding the effectiveness of bilingual education for minority-language children, positive effects of bilingual education on academic achievement in the second language are irrefutably demonstrated in research findings from around the world. Not only do these studies show that minority children's first language proficiency can be promoted at no cost to proficiency in their second language, but also they show that use of first language materials can be associated with significant gains in academic achievement in the second language.

The empirical evidence and theoretical rationale presented strongly suggest that "story time in first language" will at least have no detrimental effects on second language acquisition and will possibly be associated with gains in second language proficiency. Therefore, in

* received through the medium of the majority language

order to test the hypothesis that

hearing stories read in Chinese is associated with greater gains in reading achievement in the second language among Chinese intermediate E.S.L. students than hearing stories read in English

a research design was developed that consisted of one independent variable and two dependent variables. The dependent variable, hearing stories read, consisted of Treatment 1, hearing stories read in Chinese; Treatment 2, hearing stories read in English, and Treatment 3, hearing no stories read (control group). The dependent variables were: (1) reading achievement as measured by the Gates-MacGinitie Reading Test Level A, forms 1 and 2, Canadian edition, 1980; and (2) the number of Chinese books borrowed by students. A secondary purpose of the study was to determine factors which are associated with borrowing first language books.

The study was carried out with students, ages 9 to 12, from two intermediate E.S.L. classrooms at Lord Strathcona Elementary School in the core of Vancouver's Chinese community. One class consisted of 20 students, and the other 19, making total sample of 39 students. The 39 students were randomly assigned to one of three groups. Once the groups were comprised, each group was randomly assigned to one of three treatments: Chinese stories, English stories, or the control group. A different set of 50-60 Chinese library books was maintained in each classroom and exchanged between the two classes approximately every two weeks.

There were two Chinese volunteer readers and two English volunteer readers, each of whom read or told stories one period a week. The four volunteers all had teaching experience and were competent, expressive readers with an ability to form a warm rapport with children as observed by the investigator.

The treatment took place during two 40 minute periods a week for a duration of three months. The control group

participated in "catch-up time" with their regular classroom teacher. No formal teaching took place.

Two t tests were applied to the data, firstly to test for a significant difference in reading achievement between the means of the three groups, and secondly to test for a significant difference between the pretest and posttest means within each group. Significant findings occurred only with the t test within groups ($p < .05$ in all three groups).

Two F tests were applied, firstly to test for a significant difference between the three groups in borrowing habits, and secondly to test for a difference in borrowing habits between the two classes. There was found to be no significant difference between the two groups, that is, reading in Chinese and reading stories in English was not associated with number of books borrowed. The significant difference ($p < .05$) in mean number of books borrowed by class will be considered in the following discussion.

Even though the students hearing Chinese stories did not make greater gains in L2 reading achievement than students hearing English stories or students hearing no stories, this study adds important information to the debate on how schools should respond to the cultural and linguistic diversity of their students. All three groups in this study--the group hearing stories read in Chinese, the group hearing stories read in English, and the control group made significant gains ($p < .05$) in reading achievement. The instructional time of 80 minutes a week over a three month period to read to students in their first language had no detrimental effects on reading achievement in English. As emphasized by Rosier and Holm (1980) and Cummins (1979-1980), there is not necessarily a direct relationship between acquiring a second language and length or amount of in-school exposure to that language.

Moreover, the debate concerning the use of L1 instruction and materials with E.S.L. students is not focused on

whether L1 materials assist students in learning their second language or not. The debate is focused on whether L1 materials impede second language acquisition or not. This study gives a very clear answer to those who are concerned that the use of first language materials, specifically first language books, impede second language acquisition. First language materials used in this study had absolutely no detrimental effects on second language acquisition. Further, not only did the students who heard Chinese stories learn English equally as well as those who heard English stories, but these students had the added advantage of being exposed, in a school setting, to their own culture. In our multicultural society there is a growing awareness that it is the expression and acceptance of diverse cultural backgrounds that brings strength and richness to the Canadian mosaic. Indeed, as the person responsible for purchasing the First Language Collection for the Vancouver School Board expressed, "Even if first language books did not have a positive effect on learning English, these materials meet a cultural need in our society." The fact is first language books assist in meeting cultural needs and do not impede reading achievement in English. The findings in this study are one more piece of evidence which makes it possible for Wertheimer (1980) to state, "The argument for the provision of books for children in their mother tongue is overwhelming." (p. 347)

A secondary purpose of this study was to determine any factors that might be associated with borrowing first language books. There was no difference between the three groups in borrowing habits--that is, hearing books read in Chinese, hearing books read in English and hearing no books read was not associated with borrowing habits. However, in the class where the teacher had a strongly negative attitude toward Chinese books in E.S.L. classrooms,* there were fewer

* The teacher did not want to have Chinese books in the classroom stating to the investigator, "You know how I feel about Chinese books," and only did so on the insistence of the school principal.

books borrowed ($p = .02$). This strongly suggests the teacher's attitude toward L1 literature has a profound effect upon student borrowing habits of L1 literature.

It is worth noting that while most teachers do not have a strongly negative attitude toward L1 literature, many are concerned that First Language Collections may or will impede L2 acquisition.

In-service sessions at the school district level are needed to assist teachers to become aware that

(1) bilingual education or the use of first language materials such as First Language Collections with E.S.L. students does not impede the learning of English.

(2) use of first language instruction and first language materials such as First Language Collections can be (but not necessarily are) associated with gains in second language acquisition and general academic achievement.

(3) use of First Language Collections tends to improve reading attitudes among E.S.L. students.

(4) attitudes held by teachers toward First Language Collections affect students' borrowing of first language books.

(5) there is little relationship between the amount of instruction received in L2 and achievement in L2, which strongly suggests that L1 and L2 academic skills are interdependent (that is, academic skills are manifestations of a "common underlying proficiency"), and therefore L2 reading skills may be promoted by using either L2 or L1 literature.

(6) transference of proficiency gained in the first language to a second language will occur provided there is adequate exposure to the second language and motivation to learn it.

BIBLIOGRAPHY

- Cummins, J. (1983). Heritage Language Education: A Literature Review. The Ministry of Education, Ontario, Canada.
- Cummins, J. (1981). Bilingualism and minority-language children. The Ontario Institute for Studies in Education.
- Cummins, J. (1979-1980). The language and culture issue in the education of minority language children. Interchange, 10 (4), 72-88.
- Daley, S. (1983, May 6). Panel asks stress on English studies: Educators urge end of U.S. aid for bilingual programs. New York Times.
- Dulay, H., Burt, M., and Bloomsbury, W. (1979). Bilingual education: A close look at its effects. Focus. No. 1. National Clearinghouse for Bilingual Education. U.S.A.
- Gale, K., McClay, D., Christie, M., and Harris, S. (1981). Academic achievement in the Milongimbi bilingual education program. TESOL Quarterly, 15 (3), 297-309.
- Greenwood, J. (1983). First language materials in school libraries. Emergency Librarian, 10 (4), 15-19.
- Lambert, W. (1975). Culture and language as factors in learning and education. In A. Wolfgang (Ed.) Education of immigrant students (pp. 55-83). Toronto: Ontario Institute for Studies in Education.
- Lambert, W. (1967). A social psychology of bilingualism. Journal of Social Issues, 23 (2), 91-109.
- Masemann, V. (1978-1979). Multicultural programs in Toronto schools. Interchange, 9 (1), 29-44.
- McLaughlin, B. (1982). Children's second language learning. Language in education: Theory and practice, No. 47. ERIC Document ED 217 701.
- McLaughlin, B. (1978). Second language acquisition in childhood. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Ovando, C. (1983, April). Bilingual/bicultural education: Its legacy and its future. Phi Delta Kappan, pp. 564-568.
- Rosier, P., and Holm, W. (1980). The Rock Point experience: A longitudinal study of a Navajo school program. ERIC Document ED 195 363.
- Schon, I. and others. (1981a). The effects of books in Spanish; and free reading time on Hispanic students' reading abilities and attitudes. ERIC Document ED 204 096.

Schon, I. and others. (1981b). The effects of special reading time in Spanish on the reading abilities and attitudes of Hispanic junior high school students. ERIC Document ED 205 342.

Skutnabb-Kangas, T. (1979). Language in the process of cultural assimilation and structural incorporation of linguistic minorities. National Clearinghouse of Bilingual Education, U.S.A.

Troike, R. (1978). Research evidence for the effectiveness of bilingual education. ERIC Document ED 159 900.

Vancouver School Board Evaluation and Research Services. (1982). English as a Second Language: 1982 Survey Summary.

Wertheimer, R. and Foy, K. (1980). Children of immigrants and multiethnic heritage: Australia, Canada, the United Kingdom, and the United States. Library Trends, 29, 339-348.

Zappert, I. and Cruz, E. (1977). Bilingual education: An appraisal of empirical research. ERIC Document 153 758.

YUMA YARNSPINNERS: VOLUNTEER STORYTELLERS

Sandy Lobeck

Introduction

Storytelling is an art common to all cultures in the world. In some societies storytelling is the most prevalent method of passing information from one generation to the next. This oral tradition is an increasingly organized activity. Originally it was taught informally at home. Today it can be learned via college courses, or volunteer programs. Since storytelling is an oral tradition, it is in a constant state of change and also encompasses the oral interpretation of literature--folklore. Oral narration is the basic way of telling a story, but puppets, audio recordings, television, and creative drama are various methods available for the storyteller's use.

Purpose

The purpose of the Yuma Yarnspinners project is to instruct volunteers on methods of presenting storytelling programs to youngsters. This is a cooperative project written by the Director of Library/Media Services for Yuma Elementary Schools and the Children's librarian for Yuma City-County Library. The project is sponsored by the Yuma Library Council and funded by the Children's Book Council.

Background

The Yuma Library Council members are directors of school, public, academic and special libraries in the Yuma area. The purposes of the council are:

1. To nurture cooperative projects among school, public, academic and special libraries in Yuma

2. To disseminate information regarding cooperative efforts of libraries
3. To form an organizational base for communication among different types of libraries

The annual project of the Council is Library Awareness Day which is celebrated each November. The Council established the Madora Ingalls Library Service Award which is named after the woman who established the first library in Yuma. The Award is given to an individual or group that has made exemplary contributions to the development of library service in Yuma and/or the state of Arizona.

The main purpose of Library Awareness Day is to provide an opportunity for all libraries to focus on their strengths and communicate with their publics.

The Yuma Library Council is important to the Yuma Yarn-spinner project in that it sponsors this cooperative project. Had it not been for the Council, the Yuma Yarnspinners might not exist since the Council provides the formal structure for communication among Yuma libraries.

A grant application was submitted to the Children's Book Council by the Yuma Library Council. The grant award of \$500 was one of three grants funded in the United States. CBC generated national publicity of the project. Articles have appeared in national newspapers, professional journals, and interviews have been conducted on regional radio stations, the local TV station, and the Armed Forces radio network. Correspondence regarding the project has been nation-wide.

Statement of Need

In schools and public libraries we are involved with teaching children to learn to read and enticing them to want to read. Storytelling is important in education because it

- (1) develops language and listening skills,
- (2) exposes children to variety in word usage and understanding which carries over into writing skills,
- (3) develops imagination,

(4) develops a strong bond between teller and listener, (5) informs and enlightens by offering other choices, setting standards of behavior, giving new insights and new appreciations, (6) helps develop a sense of humor, (7) develops an appreciation of literature, (8) encourages reading, (9) offers an example of one form of the communication skills. Reading is fun! Reading is exciting! Reading is the key to opening new, magical worlds to stretch young minds.

The Yuma Yarnspinners program is envisioned as one in which senior community members will be trained in the techniques of developing and presenting programs to pre-school and kindergarten children. Because of Yuma's dry, warm climate, retirees from the Northwest and Midwest spend their winters in Yuma. These "snowbirds" or winter visitors were given the opportunity to participate in a five week storytelling course consisting of storytelling techniques, puppetry, history of children's literature and activities relating to children's literature. The program is designed to offer older community members the opportunity to develop new talents while promoting children's enthusiasm for books and reading at an early age. Children's Book Council grant criteria limited our initial involvement to youngsters age 1½ - 5 years, thus programs were presented to area pre-schools and kindergartens.

Implications for the Future

Yuma is bordered by Mexico and the Quechan Indian Reservation in California. Both cultures are rich in folk literature. We hope to expand to include storytelling in Spanish and to include children of all ages and adults. The Yarnspinners have already performed for a retired people's home and Children's Village which accepts children of all ages.

Our original grant specified senior winter visitors to be trained as tellers who would return to their hometowns

and train others for similar projects. We were surprised to find very little response from the winter visitors. Most of our participants are former winter visitors who have purchased homes in Yuma and are now winter residents. Thus we did not meet our objective of spreading storytelling to other communities.

A high school branch of the Yarnspinners would give these students an opportunity to work with young people, develop self-confidence, practice drama skills, learn stories of their culture and share their talents. We are in the planning stages of developing a television program of storytelling to be aired on the local cable channel. This program would include both English and Spanish stories.

This first year of the Yarnspinners has been one of learning for all of us involved with the project. The second year will offer experienced Yarnspinners to work with new volunteers. Our group will continue to grow in size so that more children will be able to experience the magic of storytelling.

DEVELOPING AND UTILIZING BILINGUAL/MULTICULTURAL MATERIALS

Karen J. Oshiro

Main Objectives:

- described three bilingual/multicultural projects (Hawaii Bilingual/Multicultural Education Project-HB/MEP, A'o Like, Pacific Area Languages Materials-PALM)
- discussed uses of the bilingual/multicultural materials
- suggested ways librarians can increase the use of the libraries by limited-English-proficient speakers

Outline:

- I. Described the HB/MEP (K-6 grade level funding, intermediate grade funding, high school funding), A'o Like, PALM materials (HB/MEP inherited A'o Like and PALM's books)
- II. Discussed the characteristics of the materials
 - A. HB/MEP
 - B. A'o Like
 - C. PALM
- III. Demonstrated the bilingual and multicultural use of the materials by a librarian, teacher, parent
- IV. Suggested criteria for selecting bilingual/multicultural materials (separate outline attached for this section)
- V. Discussed ways librarians can increase the use of the libraries by limited-English-proficient speakers
 - A. Translating materials into other languages
 - B. Cultural story telling by volunteers
 - C. Available funding
- VI. Resource list of bilingual/multicultural materials

Suggested Criteria for Selecting
Bilingual/Multicultural Materials

1. Cultural Concerns:

- a. Are the materials factually accurate?
- b. Do the materials portray people and events fairly?
- c. Are the materials timely?
- d. Are the materials geared to the interest of the target group?
- e. Do the materials have social and historical significance for the target group?
- f. Do the materials promote cultural richness?
- g. Is the artwork accurate, tasteful, and appropriate to the cultural group?
- h. Do the materials promote positive attitudes toward all races?

2. Educational Concerns:

- a. Is the content of the materials consistent with the educational goals of the program?
- b. Is the work appropriate for the intended level of instruction and varying learning capacities, age, and grade of the students in respect to the following:
 - (1) Vocabulary
 - (2) Difficulty of concepts
 - (3) Theme
 - (4) Sequence of content
 - (5) Methods of developing concepts
 - (6) interest level
- c. Do the materials place value on the affective as well as the cognitive domain?
- d. Do the materials contain instructions written in both languages?
- e. Do the materials contain bibliography for the teacher?
- f. Do the materials contain provisions for teaching strategies?

3. Format Concerns:

- a. Are the materials well organized and easily understood?
- b. Are the materials written in terms of performance objectives?
- c. Do the materials provide for continuous evaluation?

E A'O HAWAI'I MAI KĀKOU

Robert Michael Lokomaika'iokalani Snakenberg

"Well, the Department of Education is finally doing something about teaching our kids something positive about Hawaiians and Hawaiian culture!"

"Oh my goodness! How can you expect me to fit another time slot into my instructional week with this plus environmental education, guidance, careers ed., etc. . . .?"

"Now, how am I supposed to fit this person, what do you call her, this kupuna, into all of my kindergartens and first grades?"

"Do you know how much all of this is going to cost??!"

"Say, this is nice! I have been looking for a guide that would give me the kind of ideas and instructional activities that I need to make this whole thing work. My kids and I just love our kupuna. I hope that they will not be cutting the funds. We would not want to lose her now that I have the routine down straight."

If any of these bits of conversation sound familiar, you must have been involved in a discussion about the fairly new Hawaiian Studies program. In the four years since the program was first funded, many growing pains have been experienced but the outlook appears very positive now that the first big expansion of the program is taking place in the spring of 1984.

In many of our schools throughout the state, teachers and kūpuna have been working together to bring a new sense of awareness and understanding to our kamali'i (children) about Hawai'i's unique cultural heritage. This heritage is founded on the Polynesian culture brought to these shores 1,500 years ago with much evolution, adaptation and acculturation taking place as new waves of immigrants arrived from Tahiti, Europe, America and Asia.

A Brief Historical Perspective

The Department of Education's Hawaiian Studies program is both the culmination and commencement of a series of efforts inside and outside of the Department.

For several decades, teachers in the fourth and seventh grades included the study of Hawai'i and its geography, history and culture in their curriculum. Under some teachers, this study was filled with excitement, enjoyment and challenge. Other teachers did not feel sufficiently trained and competent in this area so that they were only able to treat the subject somewhat superficially. Stories abound of newly recruited and hired fourth grade teachers in the 1960s who were informed on the first day of school that they would be teaching Hawaiian history and culture. Having just come from New York, Georgia or the Philippines, they rightly panicked!

Some of those teachers became terrific fourth grade teachers because they accepted the challenge and enrolled in courses at the University and the Bishop Museum to upgrade their own base of knowledge and skills.

An organization which grew out of this early need to provide services to those teachers and others seeking knowledge about Hawai'i was and is the Hui 'Imi Na'auao o Hawai'i (the organization which seeks knowledge of Hawai'i). Formed about fifteen years ago, this semi-professional organization for persons involved in Hawaiian culture instruction has been very successful because it was able to combine the seekers with the possessors of cultural knowledge and skills. The fact that some of the presidents have been named Mitchell, Lake, Keaka, Snakenberg, Kealoha and Hazama shows the diversity of the membership, all seekers after some aspect of Hawaiian cultural knowledge or skill.

Another organization which united professionals with possessors/practitioners of Hawaiian culture has been the 'Ahahui 'Ōlelo Hawai'i (Hawaiian language organization). This organization attracted the teachers of Hawaiian language in the public and private secondary schools and the college

level instructors to work together with Hawaiian speaking members of the community, mostly of the kupuna (grandparent) generation for the advancement of Hawaiian language instruction and perpetuation.

With presidents named Bernardino, Snakenberg, Kimura, Wilson, Wahilani, Lake, and Hung, among others, one can see again the ethnic diversity of teachers interested in perpetuating aspects of Hawaiian cultural knowledge and skills.

The study of Hawaiian language burst forth on the scene in the mid-1970s on the crest of the Hawaiian renaissance wave when courses were being offered in about one-third of the public secondary schools along with the Kamehameha Schools, St. Louis, Maryknoll, Sacred Hearts Academy, the University at Mānoa, the Hilo campus, several of the community colleges and a number of schools for adults.

This accompanied the tremendous increase in enrollment of both young women and men in hālau hula on most of the islands. Along with language and dance instruction went the learning of cultural skills like lei making, taro cultivation, Hawaiian games and sports, correct pronunciation when singing and, of course, canoe paddling.

These influences seemed to come together with political involvement in 1978 when some of the young guard united with the old guard at the Constitutional Convention to push through a collection of constitutional amendments loosely referred to as the "Hawaiian package." That package contained some momentous changes in the structure of our social fabric since it called for the creation of a fourth arm of government aimed solely at the citizenry claiming descendance from the "aboriginal peoples residing on these islands prior to 1778." It also mandated the Department of Education to provide a Hawaiian education program utilizing the expertise of community resources.

Educators and administrators in the Department had also sensed the increased interest among parents and students for

a program of studies related to Hawaiian history, language and culture about this same time. Board of Education members approved a change in graduation requirements which called for every student to take a semester course in modern Hawaiian history as part of the four credits in social studies required for graduation.

By the time the electorate had approved the amendments to the State Constitution in November 1978, including the Hawaiian package, Department personnel had sketched out various models for introducing more in-depth Hawaiian cultural instruction in the elementary grades. As the 1979-80 school year began, the author was transferred from Kailua High School to the Office of Instructional Services to begin the curriculum planning that was necessary to start a Hawaiian studies program.

Funds for developing and implementing the program first were appropriated by the Legislature during the 1980 session for the school year 1980-81. The pilot program involved 77 kūpuna teaching 10,064 students in 386 classes in 35 elementary schools in the seven districts throughout the state.

Although many of the 386 teachers were understandably anxious about working with virtually untrained community resource persons teaching cultural and language lessons for which the teachers had no prior preservice or inservice training, most of these teachers were won over by the sincerity and dedication of the kūpuna teachers.

In the early years, the kūpuna were to draw upon their own personal experiences living Hawaiian culture in the lo'i kalo (taro patches) and at the kahakai (seashore). Their Hawaiian language lessons were to be aural-oral with the children hearing and mimicking authentic native speaker speech patterns.

Everyone survived the first year in good form and we moved into a position of almost doubling the implementation rate on the same amount of kālā! In 1981-82, the program received the additional support of a District Resource

Teacher for each of the seven districts. This took a tremendous burden off the shoulders of the District Coordinators who were also handling six to ten other instructional programs and who were generally not knowledgeable in the area of Hawaiian studies.

The program then had 90 kūpuna providing instruction to 18,654 students in 726 classes in 77 elementary schools in the seven districts. The budget was stretched pretty thin by then, however!

The 1982 session of the Legislature ended with no new money for kūpuna positions so the districts were forced to shorten the number of weeks of Hawaiian studies instruction that each class would receive in order to stay with the kamali'i who had been receiving instruction and pick up the incoming class of kindergarteners.

Therefore, the 1982-83 school year saw a less dramatic increase in implementation figures. That year, 109 kūpuna taught 23,171 children in 885 classes in 82 elementary schools with very positive results.

Maui District Superintendent Lokelani Lindsey personally called the Hawaiian Studies State Educational Specialist to request support for expanding the program in that tri-isle district because she said that principals, children, parents and teachers are so enthusiastic about the results of the Hawaiian studies instruction.

School climate, one of former Superintendent Donnis Thompson's principal areas of concern, has reportedly improved markedly in a number of schools where the aloha and skills of the kūpuna have been spread around liberally to all concerned.

This was well understood by some legislative supporters of the program such as Senators Neil Abercrombie, Charles Toguchi and Leiomālama Solomon along with Representative Clayton Hee. At a time in the 1983 session of the Legislature when longstanding programs in the Department of Education were being cut or drastically reduced in funding,

these legislators truly fought to make the Hawaiian Studies program available to more kamali'i in the Hawai'i public school system.

The budget request for 1983-85 which the Governor's Budget and Finance Department had forwarded to the Legislature asked for enough kūpuna funds to pay for 880 additional classes to be served. When the dust from the last stormy days of the 1983 legislative session had settled, it appeared that enough money was appropriated to fund approximately 753 new classes in 1983-84.

As it turned out, the financial condition of the state caused the Governor to impose additional spending restrictions on the departments and the expansion of the Hawaiian Studies program was delayed until the second semester of the 1983-84 school year.

Although firm implementation figures have not yet been reported by the time that this article is being written, estimates of program implementation run between 45 to 55% of the elementary classes in the seven districts. Since the funds were allocated on the basis of overall elementary enrollment in the districts, the O'ahu districts received enough funds to begin to equalize implementation rates which had been skewed toward Hawai'i and Maui Districts. Kaua'i District was also able to begin the program in all of its ten schools on the island of Kaua'i.

Other features of the new budget included four additional District Resource Teacher positions and funds for a video series.

Implementation Challenges

With such a large level of expansion facing the districts, a number of challenges must be met by program personnel at all levels. These include:

1. Finding, hiring and training enough qualified, native speaker kūpuna who wish to participate in the Department's program;

2. Providing inservice training to the 753 or more new teachers whose classes will be receiving kūpuna instructors for the first time;
3. Providing enough of the previously developed materials to the new teachers and kūpuna so that they have at least the basic guides and instructional aids;
4. Doing all of this while continuing to provide inservice training to the 109 kūpuna and 885 teachers already in the program; and,
5. Spending the time and effort to develop a high quality video series on various aspects of Hawaiian culture which will be of value in Hawaiian studies instruction.

With a staff of three at the state level and one or two resources teachers in each of the districts, this will be a tall order on top of an already heavy workload. But, i mua kākou i ka lanakila! (Let us push forward to victory!)

Program Goals and Objectives

The goal of the Hawaiian Studies program is to help all of our students, Hawaiian and non-Hawaiian, in grades K-12, develop knowledge, understanding, appreciation and internalization of fundamental aspects of Hawaiian culture, including values, concepts, practices, history and language, which will be of value to people trying to live happy, productive and culturally enriched lives in harmony with our island environment.

In order to attain this broad goal for students graduating from the Hawai'i public school system, the Department seeks to develop in students:

1. Awareness of the origin and culture of the native Hawaiian people;
2. Appreciation of the students' own cultural backgrounds as well as other cultures and heritages;

3. Knowledge of the historical and cultural developments and influences in Hawai'i;
4. Interest in and opportunities to pursue further in-depth study of the Hawaiian language and other aspects of culture;
5. Understanding of and appreciation for the concept of "Aloha 'Āina," the love, sense of harmony and proper use, respect and environmental awareness, which the Hawaiians and other island people have for the insular environment; and,
6. Awareness and demonstration of the essence of the so-called "Aloha Spirit" of hospitality, sharing and reciprocated respect and amiability in interactions with others.

The Hawaiian Studies Program Guide (Draft), which is being revised for official publication this year, lists numerous major program objectives after the goal statements. These are then followed by detailed learner objectives for each elementary grade level in nine different strands relating to various aspects of Hawaiian culture.

Because of the program's focus on the elementary grades at present, such in-depth learner objectives for secondary courses have not yet been developed by the program staff. The problems at the secondary level are generally quite different than at the elementary level. Over thirty courses have been identified in the Authorized Courses and Code Numbers (ACCN) document which deals with Hawaiian studies.

Many of these courses are not currently being offered in the secondary schools because of lack of student interest or faculty competence. Therefore, it is expected that a greater student demand expressed by those students matriculating from Hawaiian Studies elementary schools into the various complex secondary schools will create pressure on principals and faculties to offer many of the courses already authorized.

The logic of this "holo mālie" (advance calmly or carefully) attitude is further strengthened by the fact that competent teachers trained in ever-increasing numbers by the University's Hawaiian Studies Program will soon be available to work in the intermediate and high schools teaching specific Hawai'i-oriented courses in social studies, science, literature, agriculture, music and dance and, of course, Hawaiian language.

Implementing a program of cultural studies ranging from kindergarten to grade twelve will not be accomplished in one, three or even five years. Reasonable community members must be prepared to ho'omanawanui (be patient) and kāko'o (support) the efforts that are being made on the part of a very small staff and relatively few dollars.

What is certainly indicated is that all persons interested in Hawaiian education must lōkahi (become united) and alu like (pull together) in working toward implementing the best program which the available funds can buy. Although the Department of Education has been given the primary responsibility for this program by the State Constitution, not much could be accomplished without the valued kōkua of the kūpuna instructors, their families, personnel of the Office of Hawaiian Affairs, cultural institutions such as the Bishop Museum and the Polynesian Cultural Center, the University of Hawai'i and Brigham Young University-Hawai'i Campus and the many committed and interested community members, Hawaiian and non-Hawaiian.

Information about the program can be secured from the Educational Specialist in each district who coordinates the program or from the state staff which is located at Koko Head School in Hawai'i Kai, O'ahu. The address is 189 Lunalilo Home Road, Second Floor, Honolulu, Hawai'i 96825 and the phone number is 395-8782.

The personnel currently serving to coordinate and manage the implementation of the Hawaiian Studies program at the state level are:

Staff Developer Edwina Noelani Māhoe (from Pope School)

Curriculum Developer Daryl-Jean Māhealani Pescaia (from
Pū'ōhala School)

Educational Specialist Robert Lokomaika'iokalani
Snakenberg (from Kailua High School)

INNOVATIVE MANAGEMENT: STRATEGIES IN REACHING
OUT THROUGH EFFECTIVE PUBLIC
RELATIONS AND MARKETING

Arlene Luster

Welcome to Hawaii! It is an honor to have the time to share an exciting part of library work; and that is public relations. What I will cover in our portion of the program generally takes one week in a dedicated course. Therefore, only a sneak preview is now in store for you.

Innovative management is defined as public relations for school libraries to achieve a cost effective program for administrators, faculty, and students. Public relations, if viewed with the right attitude, is easy as making a P-I-E! P stands for Planning, I for Implementing, and E for Evaluating.

Planning involves a number of functions in order to succeed; i.e., you must (1) identify your public's needs; (2) establish goals and objectives in meeting these needs; (3) budget for resources and staffing; (4) write a program with a definite public relations/marketing policy; and (5) plan a publicity program with a written calendar for the school year. You must involve everyone for successful planning and that means the administrators, teachers, students, and parents, as well as other community librarians from academic and public libraries.

To identify your public's needs, design a good questionnaire on what they want from you. Also, writing a public relations program is just as important to the written book selection policy for it will provide a solid framework for

your activities. It will also help provide a solid basis for budgetary considerations. To give you an idea of what I mean by a written public relations policy, let's go through the working of a sample:

The overall public relations policy of this _____ School Library is to provide the best services and resources through a continuous promotional program for the year. The overall objective is to increase the circulation of the library materials by 5% and to create an awareness of service to the students, faculty, and parents. In order to do this successfully, the program will be accomplished through the following means:

- I. Personal and Group Contacts
 - A. Daily contacts with students
 - B. Staff and board contacts with PTA, public librarians, and Friends of the Library, merchants in community, etc.
- II. Distribution of Publicity Materials
 - A. Booklists/Bibliographies
 - B. Bookmarks
 - C. Orientation brochures
 - D. Annual reports
- III. Communication Techniques
 - A. Newsletters
 - B. Brochures, flyers
 - C. Surveys
 - D. Telephone inquiries
 - E. Letters
 - F. TV/Radio announcements
 - G. Newspaper
 - H. Merchants' calendars (e.g. McDonald's)
 - I. Word of mouth
- IV. Programs
 - A. Story hours
 - B. Book talks (w/teachers as well as students)
 - C. Lunch/Brunch with an author
 - D. Class visits to the school and public libraries
 - E. Reading clubs
 - F. Exhibits
 - G. Reading calendars
 - H. Puppet shows
 - I. Films

- J. Lunch with the principals
- K. Book fairs
- L. Microcomputer literacy
- M. What students are reading-display of letters

Establish a good rapport with the principal by sharing your plans and requesting a solid budget for your needs.

Implementing is the fun part of the program. Because of time constraints, we will do a few publicity aids that you may want to do for your program. Remember that publicity is only a facet of public relations. So many of us confuse publicity with public relations. Publicity is a means of communication: a news release, a flyer, etc. Select a theme for the year and it would be easy to implement publicity and programs on it. During my travels to Japan and Korea this spring, I had a chance to visit a few school libraries; much to my surprise, there wasn't much of any type of publicity, as you can tell from the photographs in the exhibit. What I did find interesting was the children's section in a small public library at Misawa, Japan. The library was innovative in appearance and furnishings as well as services. The ideas of storefront shelving came to mind, and libraries today of all types are looking at them to attract non-users. What is storefront shelving? Look at these photographs. Once you have planned specific programs for the year, plan to market them to your public. Marketing here means to move your resources and services to increase attendance and circulation.

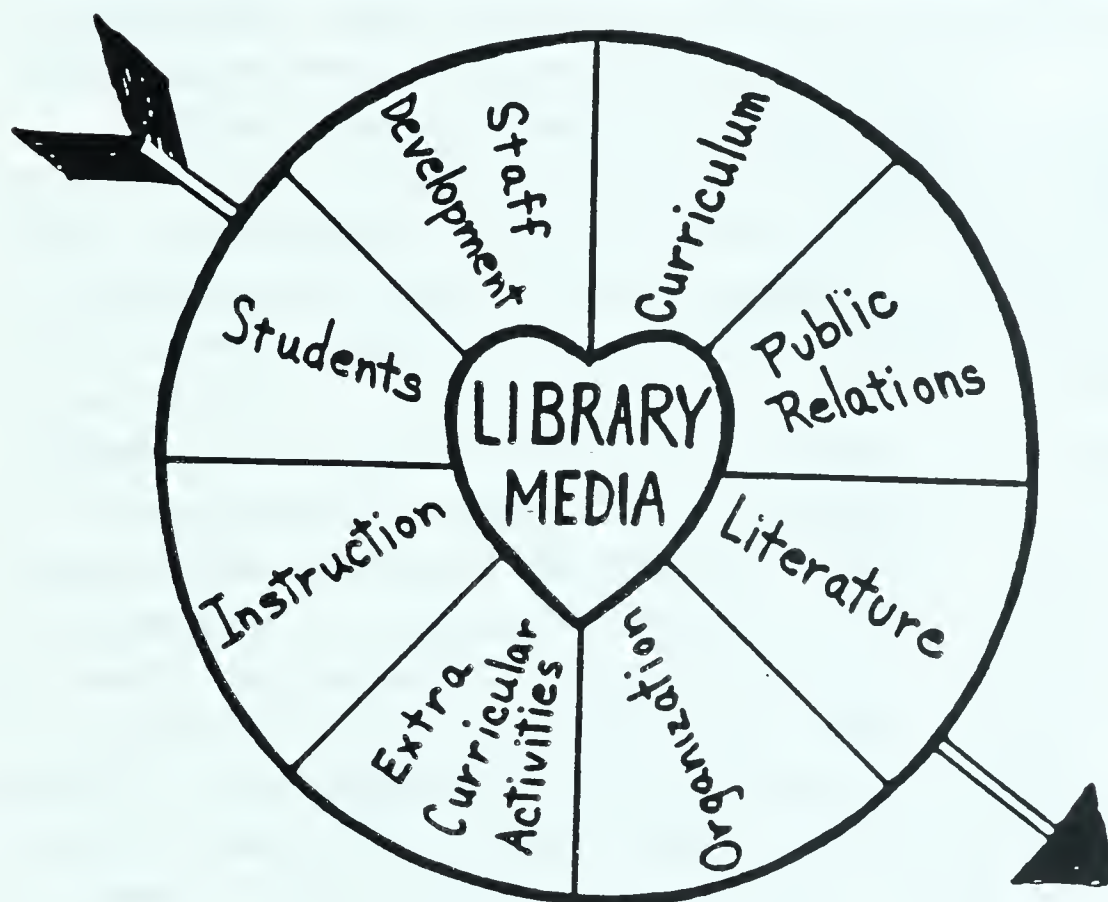
Evaluating your program is probably the most important factor in innovative management. Here you can see if you have succeeded in meeting your goals. How do you do this? Present your achievements in an annual report with numbers and facts. Have printed brochures indicating all the

activities you have during the year, your budget, your circulation and attendance, and how cost effective you were in achieving your goals. Another method is to participate in the annual John Cotton Dana Public Relations Awards program that is sponsored by the American Library Association and H.W. Wilson Co. Be sure to have a camera ready for all your events so you can record them for the scrapbook or video entry. Even if you don't win, you can keep the scrapbook as a record of your year's activities. You will also be able to see how people look at your library from the comments that are turned in when they come to your program. The turnout will also speak for itself.

Now that we have quickly gone through a week's presentation of subjects, let us share what we do in our own libraries with public relations. If you haven't started a program yet, gear up and do it now. It's fun, but hard work, and most rewarding to see the materials you select and purchase for your library being used by everyone in the community. You'll know you have "arrived" when you see that the school library is the indispensable center of information on campus.

ACTION AND REACTION: HOW TO BECOME AN
INTEGRAL PART OF THE TOTAL
SCHOOL ENVIRONMENT

Valerie J. Downes



A successful library media program will be the heart of the school. Its components include organization, staff development, curriculum, instruction, literature, public relations and extra-curricular activities.

Organizationally the library media center is a place in which all the materials and equipment needed in the classrooms are located and organized for easy access by students and teachers. It is a place where students and teachers can read, listen to recordings, view films and

filmstrips, and use other materials for individual study and recreation. The center can also supply space, materials, and equipment for the creation of new instructional materials.

The basic organization of the facility can be quite traumatic to teachers if materials that have been in the classroom are suddenly moved to a central location. To the teacher, this movement means that the materials will not be as readily accessible to that particular class. Even more distressing is the thought that these prized materials will have lost their impact because if the materials are in a central place, other teachers may show them in class, or students may see them individually in the media center. It takes tact and time to demonstrate that the pooling of resources allows a wider variety of materials for everyone.

Utilization of the library media center is another important facet of organization. It is generally recommended that classes are scheduled for the duration of a project, rather than for a specific time during the whole school year.

The staffing of the library media center is essential to its successful role as the "heart" of the school. The role of the library media specialist is the most exciting role in the school because this person should be aware of everything that is going on in the school. In terms of certification, this person should have teacher certification with advanced work in library science. Technical and clerical staff must be available to perform the wide variety of essential time-consuming tasks so that the library media specialist can work with students and teachers.

Once the media center is organized and operative, staff development must take place on a continual systematic basis. Teachers have to become aware of the instructional and curricular changes that can take place in the classroom through effective use of the media center. The configuration of the classroom changes as the teacher sends individuals and small groups to the media center for work on special projects.

The students' increased independence in information retrieval through all forms of media should have an effect on the classroom curriculum. A social studies unit on Africa will become much more sophisticated as students bring back greater in-depth information. The classroom will become mediated as students share their knowledge and supplement their reports through the use of records and film. The learning experience is increased as students discover that the commercial materials do not always meet their needs and they work together to produce their own media.

With all materials centrally organized, teachers will cooperate in their use in many ways. Students from different classes could be working together on the same project, at the same time, in the media center, or they could be using the same materials at different times for different projects.

The ways in which teachers use media in the classroom will also change. The practice of showing a 16 mm film in its totality because it is available, but not necessarily applicable, will give way to showing only the pertinent parts because media is readily accessible and convenient. Teachers will send small groups to the library to study a variety of materials, rather than have the whole class view or listen to the same item. Continuous staff development is necessary so that the variety of curricular and instructional changes that take place through the effective use of media can be explored and discussed. Utilization is limited only by the imagination of the teachers and the number of hours in the day. Added incentives can be given for staff development programs through credit on the salary schedule or course credit through a local college.

Another way the library media specialist becomes a partner with the teachers is through the development of a program of sequential library research skills to be taught in conjunction with a specific subject. For example, when the students are studying science fiction, they are given

special worksheets reviewing location skills for the card catalog and Reader's Guide to Periodical Literature.

Research skills are not taught in a vacuum, but when needed for an assignment.

To help the students in their perception of the library media specialist as a partner with their teacher, it is important to participate in the culminating assignments. This can be done by visiting the classroom to listen to the book reports and displaying student-made projects in the library media center.

The formal involvement of the library media specialist in curriculum development is very important to the growth of the program. Participation on curriculum and textbook committees is essential for knowing what changes are coming up and keeping the collection current. As a member of these committees, the library media specialist has the unique contribution of keeping the teachers informed of relevant materials which are owned by the school or available for preview. This is the place to prepare a budget for new materials with the teachers and help them select supplementary materials that are current, but not redundant.

When the school media specialist is involved in curricular development, media utilization can be directly built into the curriculum design and used in curriculum implementation. As behavioral objectives are being developed and revised, the utilization of the services of the media program should be enumerated in the learning activities which help students attain the objectives.

Another facet of the role of the library media specialist is to be an expert in the published fiction for the students . . . and to encourage them to read it. This is a fascinating and time-consuming aspect of the job. First we have to know the literature, which means reading the books ourselves. Book talks can be structured to relate to specific themes such as values, sports, family living, or growing up. They can be incorporated into curricular areas

such as historical fiction for the period that is being studied in history class, or adolescent behavior for a social studies class. The library media specialist can work with the guidance counselors and practice bibliography or talk individually with students to ascertain their interests and then suggest appropriate books. A program can be developed whereby the older students read to the younger ones. The story-telling technique can be used in the classic format or supplemented by puppets, games, songs, films, records or filmstrips.

In order to have maximum impact on the school environment, the library media specialists must be perceived as a part of all facets of school life. They should sponsor extra-curricular clubs or coach sporting activities. Announcements and newspaper clippings of school-wide activities should always be posted in the Library Media Center. The Library Media Center should be the stage for club meetings, teas for special occasions, and academic contests.

In order to really have an all-encompassing program, it is important for the school media program to reach beyond the school. An excellent way to do this, and acquire much needed help as well, is to use parent volunteers in the center. In the community, these people are the best advocates of a well-functioning program. Another way of reaching the community as a whole is by cooperating with the other libraries to share materials, develop collections and promote special activities related to libraries and their utilization.

The only way in which this type of a program can be developed is through the leadership and support of the administration. The principal will have to demonstrate all of the strength and courage and initiative that is implicit in the word "leader", if the school is to have a quality program of media services.

Principals should make the media center a frequent stop on their circuit of the building. It is amazing how much the functioning of a media center can tell a busy principal about what is happening in the school. The instructional strategies of the staff can certainly be assessed by noticing whose students are productively active in the media center and whose students are never there. The curricular progress in the classroom can also be assessed by a few questions to the students using the center.

In the role of catalyst, the principal can be instrumental in involving the media specialist in curriculum development so that media utilization is built directly into the curriculum design and implementation plans.

Principals and teachers working with the media specialists have a magnificent opportunity to assist each student in meeting his individual needs through the development and utilization of a quality program of media services. Through their knowledge of the essential nature of media services, they can bring their media program to the point where it is truly the HEART of the educational program.

THE FUTURES OF LIBRARIES IN A RESTRUCTURING WORLD

Jim Dator

Only school librarians, the best socialized of all of humanity (and their consorts), would show up promptly at 8:30 a.m. on a sunny Friday morning in Hawaii, after a week of meetings. I very much appreciate your attendance and perserverance.

I also appreciate your letting me be here, even though, as usual, "the future" is the last thing to be considered. I wonder if your deliberations this past week would have been any different if what I am about to say had been said at the first? But then, it may very well turn out that there is nothing new, or nothing believable, in what I am about to say. I would very much appreciate your comments on that when I end.

My topic, as stated, is "the future of libraries in a restructuring world," and that, in fact, is what I intend to talk with you about. There are at least three assumptions in the title which we need to consider at the outset. The first is that the world we are living in is, in fact, re-structuring. Some people fear it is "de-structuring," and that is most certainly possible, as you will see. Others assert that the patterns of our lives are returning to some earlier, and better, structure which has been lost in the recent past. That I very much doubt. Still others believe that we may be in the process of moving towards a new structure, and that is, indeed, what I think is happening--or could happen: our choices seem primarily to be between destruction and a transformed social structure. Neither keeping things essentially as they are or have been, nor returning to a happier time seem feasible alternatives to me.

So, to what structure are we tending? That is where another key term in my title needs emphasizing: futures. But before I do emphasize it, let me ask you to take a little test. It is derived from Draper Kaufman's excellent book Teaching the Future.

I will briefly describe four different views of the future (there certainly are other views. I request you to restrict yourself to these four only for now). Which view is closest to yours?

1) Roller Coaster. The future, indeed the human experience in the flow of time generally, is like a roller coaster. That is to say, individual humans have very little influence over the course of history. It is as though we are strapped into seats which are bolted into a row of cars which are themselves set on predetermined tracks. Someone has lifted the gate and set the cars into motion, and we are irreversibly and uncontrollably on our way. Where we are going, we do not know. We go where the rails and momentum take us. Sometimes the trip is dangerous and exciting. Sometimes it is slow and boring. Sometimes we can see clearly what lies ahead. At other times, we are totally caught by surprise, which sometimes deeply frightens us, and sometimes exhilarates us. But on we go, with no control, and no freedom, over our fate.

2) River. A second view of the future, and of the flow of time generally, is that it is like a river. As with the roller coaster, so here there is an inevitable forward motion to our lives. We must follow the stream. Sometimes the current is so strong we rush quickly forward. Sometimes it is as though we perceive no current at all. We are riding down the river in a little canoe, and we have a sturdy paddle.

We are able to guide ourselves down the river, pulled, of course, by the tide. But if we see rocks ahead, we can guide ourselves around them, and if the current ceases, we can propel ourselves ahead. But our general course is set, and we have limits to our ability to influence our destiny.

3) Ocean. A third view considers time and the future to be like a vast ocean. We are very much like those Polynesian adventurers who eventually discovered these islands of "Hawai'i" so many years ago. We have heard that such a blessed land exists, and so we have set out from shore in quest of our dream. Before us lies the vast and trackless sea. Before us--but where?--lies our "Hawai'i." We follow the stars; we follow the tides; we read the signs from the fishes and the birds; we are sometimes buffeted by storms; sometimes becalmed for long periods of time. But we are very much the masters of our fate. It is we who have set our sights. While there are certainly limits, our destiny is very much up to us. The future is our responsibility.

4) A Game of Chance. And finally, some people view our lives as though they were a game of chance--a board game--like Monopoly, perhaps, where the rules are fixed, and our fate determined by the throw of the dice. We cannot very much predict, or control, our future. We must simply move as the dice and the rules dictate: sometimes forward, step by step; sometimes leaping over great distances, whether forward or backwards. We simply toss and go--or do not go. "Que sera, sera"--whatever will be, will be. The future's not ours to see: "que sera, sera."

Alright, pause now and take the test. (Go ahead, before you read on further, see which of these four "false

choices," perhaps, is closest to your view of the future.) Have you made your choice? OK. Let me tell you what the people at the IASL conference said in August 1984 (who knows what their view is now?): Roller coaster: 6; River: 45; Ocean: 25; Dice game: 2.

My view is "Ocean." I believe we (individually and collectively) can and must do a great deal to guide ourselves into the future. But there is no "correct" view of the future. It is the case, however, that our view of the future strongly influences our actions (or non-actions) of today, and thus, in my opinion, greatly influences "the future" itself. That is why I teach courses in futures studies at the University of Hawaii. That is why I coordinate a Master's Degree Option in Alternative Futures through the Department of Political Science at the University of Hawaii: I believe in exploring the limits and possibilities of inventing the future to be among our most urgent intellectual and political tasks of today--in this "restructuring world."

But my point today is to stress that there is no such thing as "the future." Rather, there are a considerable number of "alternative futures." There are "futures" and not a single "future." Futures exist as realms of possibility and creation, not as the realm of inevitability and prediction. Our task is not to predict the correct future and adjust ourselves to it, but to imagine, invent, create, and try to realize preferred futures for ourselves and for others. At least, that is what I believe about the future, and that belief strongly influences my behavior: it is the reason I am talking with/writing to you today instead of doing something else with my time and energies. How does your view of the future influence your behavior?

The third key word in my title is libraries. I am asking what "libraries" might be like in the future if society is rapidly restructuring. Will there be "libraries" at all, in fact? Will there be "school libraries"? Will there be "schools"? Which, if any, of our current institutions will survive the transformation, and how, if at all, will they be transformed?

Well, let's first reflect on where "libraries" came from. Libraries haven't been here forever--at least certainly not in the form we know them now. They arose at a particular time and place, and some places still don't have them, or have them only in a dwarfed form. What are the forces which brought libraries into existence? Are these the dominant forces of the present or the future? Are there other forces challenging them?

Libraries, especially the publicly-supported school system of which most of you are a part, emerged at a particular point in time as part of a particular social system, namely that of the "industrial state." While libraries in some form are 2000 or 3000 years old (not very old considering the 50,000-year history of homo sapiens), the publicly-supported school library system of the industrial state is barely 100 years old. And that is not old at all. Perhaps this suggests to you that it has just begun its life, but such is not my conclusion.

Consider why the industrial state needed school libraries. There was a need for a semi-informed, semi-literate citizenry to follow the instructions of the more informed and literate leaders and managers. It was necessary to create nationally-oriented citizens and workers out of locally-oriented peasant immigrants. This transformation

was the main task of the public school system.

Libraries were also necessary in a world dominated by print and the printed word. At that time, there were basically only certain choices for information storage and retrieval: in biological genes and chromosomes; in cultural artifacts (paintings, poems, songs, dance, costumes, monuments, buildings, sculptures, and the like); word-of-mouth and human memory; and, most importantly, the printed world. Following Gutenberg and the subsequent rise of the industrial state, the Printed Word (in contrast with "The Word" alone of medieval times) became supreme. And among the social consequences of this primacy of print is that we came to experience both the religious and the political fundamentalism which still dominates the hearts and minds of people in all industrial states: the worship of "The Bible" and the worship of "The Constitution." Both of these are written and unchanging. Both permit the dead hand of the past to rule the living minds and actions of the present. And both are your very own job to preserve, protect, and project into the future.

Then, from the professional point of view of the librarian, there was the problem of arranging, preserving, and accessing the information physically contained on the printed page. This resulted in various cataloging and retrieval systems; forms of stacking and preserving books and magazines; of digest and physical search procedures; of checking out and keeping tabs on the whereabouts of unique, or scarce, physical items where the information was stored. All of these were problems brought about by the advantages and limitations of The Printed Word. You each became masters of them.

There were many support mechanisms behind The Printed Word as well. There was the educational system itself which

spent so much time, money, and effort trying to make people learn how to read and write, and which tried to instill reverence for The Printed Word and The Book into tender human hearts. And there was the school's instruction on The Library, and how to use it: to regard it as a silent, holy place of worship where the solemn wisdom of the past was stored.

There was also the political system, based upon The Written Word--first the Constitution, then The Law, then the Bureaucratic Codes and Orders. All written down and saved to be used to judge your behavior and ideas.

Over the 19th and 20th centuries, the political system in the West evolved into the Liberal Welfare State which saw more and more things become the responsibility of the state, rather than of other institutions in society (such as the family, the church or the individual). Along with this came also the invention of a system of taxing and purchasing--highly centralized and bureaucratic. Indeed, this was the time when the so-called "Code" of industrialized society, identified by Alvin Toffler in The Third Wave, matured: "standardization, specialization, synchronization, concentration, maximization, and centralization."

And finally, there was the cultural system, namely, the dominance of the The West, and specifically of the United States. This more or less naturally resulted in a kind of epistemological imperialism, Because Western/US/English-language nations became politically and economically dominant globally (and internally, if we reflect on what happened to Hawaiians in Hawaii and native peoples generally), a certain worldview came to dominate most libraries--and maybe to dominate the International Association of School Librarianship, for all I know.

Now, the question: are these things likely to continue to be dominant over the next two or three decades? The Industrial State? The Printed Word? The publicly-funded school system? The Liberal Welfare State? The West and the United States?

What do you think?

I think "no." Absolutely no way can any of these things be the sort of driving forces in the future that they were in the past. I am not saying they will vanish, but they will be, and are being, pushed aside by other, stronger, more important forces.

And what might those be? Let me mention only three.

1) The Electronic Revolution. Warnings about the coming Electronic Revolution have been the stock-in-trade of futurists at least since the early 1960s. Robert Theobald, Alvin Toffler, Marshall McLuhan, the framers of "The Ad Hoc Committee on the Triple Revolution," and many others have tirelessly proclaimed the social transformation which computers--and their successors--would bring. For the most part, their warnings--and the opportunities provided--have been ignored. But the Electronic Revolution is now no longer "coming." It is here. We are in the midst of it. No institution or social process that went into the 80s will emerge from it unaltered by its effects. Many new "institutions" and processes are being born. What might the effects of this revolution be for libraries? Here are a few probabilities:

--All "students"--most human beings--will have personal computers (or their successors) which will give them potential access to data/information/knowledge/wisdom/people which may be located in places physically remote from them anywhere in the universe but which is available to them

"instantly" wherever they happen to be.

--There will be no "need" to "go" to a library, with so much information otherwise available. Why have a local, or school, library then? If anything, it might be to serve as a community resource and action center. How well equipped are librarians, and libraries, now to perform such a function?

--The centralized, "graded," comparatively "lock-step," labor-intensive, time-sensitive public educational system of the present is likely to be replaced by a "computer" based random-access educational system, with the curriculum provided by corporations, special religious or ideological interests groups, and other entrepreneurial actors.

--Libraries may have a somewhat brighter future than the schools which presently surround them. Librarians are used to trying to provide personalized and individualized information for people according to the way the users express their needs and desires. Teachers are strictly mass-producers, who moreover force the consumer to "buy" what they are trying to "sell" whether they like it or not. People with such an attitude are not likely to fare so well in the future!

2) End of the Welfare State. The second major trend is the continuing demise of the welfare state--or at least of the Liberal Welfare State. It is possible that the Military/Corporate Welfare State will be able to survive for a while. The latter is that form currently experienced in the United States under Reagan, and by Thatcher, Nakasone, and other similar national "leaders" elsewhere in the world. In the US, it uses tax monies and governmental deficits to support certain military and corporate activities, and siphons off the public discontent which would result from

otherwise widespread unemployment among lower-and middle-class youth by forcing them to "be all you can be in the Army."

But an interesting combination of economic push and ideological pull--best exemplified by the phrase, "the deregulation of everything"--presages the end of almost all public deliveries of social services--public health, low income subsidies and support, environmental protection, and even public education. About the most that can be still expected from the state in these areas is that it may try to guarantee access to, but not directly provide, these and similar services. True, there may be a "liberal" swing back towards public support of social services, in the late 80s/early 90s, but I doubt that it will essentially stem the tide. There are simply too many ideological, economic, and especially technological reasons for doing away with the massive public bureaucracies which have grown up over the past 100 years. Did you notice? That may mean the end to your job, as well as mine.

3) The Decline of the West and the Rise of "The Third World." I have already briefly suggested that the political, economic, and cultural dominance of the world by the West is rapidly coming to an end. America is now the world's leading debtor nation. It has few products that people overseas want to buy (our main exports are food and weapons). Indeed, our trade imbalance suggests that there is not that much that our own citizens want to buy!

Europe, or parts of it, may seem to be a little better off, but not for long. Japan is significantly "ahead." Behind the Japanese--very, very close behind, and gaining rapidly--are the so-called "NICs"--the "newly industrialized

countries" of South Korea, Hong Kong, Taiwan, and Singapore. Casting an enormous shadow indeed (because it possesses precisely what enables Japan, Korea, Hong Kong, and Singapore to succeed now while the West does not) looms China.

In spite of that, I do not see any single culture--even a neo-Buddhist/Confucian one--becoming dominant the way the West has been until recently. I expect an end to the so-called "bipolar" world of the present (indeed, it is really already at an end). This world was actually never very "bipolar": the distance, by the yardstick I use, between the USA and USSR is not very great. Both simply have competing systems for achieving an industrial state. I am not saying that the difference between them was not extremely significant. Rather, the challenge of the present is not to become industrial, but to become post-industrial. Neither of the alleged "superpowers" are spending much time trying to do that. We are both locked into day-before-yesterday's problems (and solutions). And as long as we do not destroy humanity as a consequence, the non-"bipolar" parts of the world are simply delighted to have us playing ourselves out of the game. It is so much easier for them to move ahead if the Bear and the Eagle are looking only at each other, and doing so through a rear-view mirror.

No, the world of the present, and the foreseeable future, will be "multi-polar" which is to say, "multi-cultural." Thus the various ways of thinking, cataloging, stored and retrieved, will be (and are) different from what most of us have been trained to expect or to be comfortable with. So much for our comfort, I'm afraid!

I may be completely wrong about all of this. Maybe nothing is happening. Maybe it is good for you only to be concerned about preserving and improving your own job, school, and library; of getting more money from the state; of building new libraries to put new books in; of encouraging more traditional literacy; of marketing library services more skillfully so that more librarians will be employed; of trying to incorporate electronic technology into what is being done now in ways non-threatening to the present arrangements; of trying to get more money from the private sector (and more "volunteer work" from the "nurturing sector") if funds are not so readily available from the public; of becoming more "global" if Anglo-Saxon culture is declining; and on and on.

Maybe these strategies are enough. Maybe this will keep you and your school library alive--at least until you retire.

Perhaps everything I've discussed here is very old hat to you. Perhaps you have spent this past week determining ways either to halt the tide or ride the wave. I certainly hope you have been doing that because I find the forces transforming the old ways, including the public schools and libraries that I love and of which I am presently so very much a part--I find these forces exhilarating, challenging, pushing us into an exciting new world. We should be thrilled about going there.

At least that is the possibility. At present, I don't see enough of us, or many of the most influential of us, acknowledging the profundity of the change we are experiencing; and its thrills as well as its dangers. In America, at least, most of us seem to have our heads thoroughly buried in the sands; did you watch the ABC coverage of the Olympics? Have you been following our Presidential election campaign?

Have you been reading our daily newspapers and weekly news-magazines? If so, there you see little of our brave heads eagerly facing the future. You see mainly a bunch of ostrich tails "standing tall" in the sunset.

I am a thorough mix of optimism and pessimism because of that.

Let me finish with a song I like to end with these days; not sung, but recited. It comes from Harry Chapin:

"And all the changes keep on changing, and the good old days they say are gone. And only wise men and some newborn fools say that they know what's going on. But I sometimes think the only change is in how I feel and see, and that the only changes going on, are going on in me."



P A R T T H R E E

Association Reports

and

Related Material

MINUTES OF THE ANNUAL GENERAL ASSEMBLY

IASL Business Meeting August 2, 1984

The meeting was called to order by President Michael Cooke at 3:15 in the Midkiff Learning Center, Kamehameha Schools, Honolulu, Hawaii. Following his welcome the president called for apologies received from Amy Robertson, past president and directors David Elatoruti, Nelson Trujillo and Axel Wisbom.

President Cooke presented his report. (Attached.)

The Executive Secretary called attention to highlights of the 1983 annual meeting. This report had been distributed to all participants of that meeting and no corrections had been received. (See 1983 Proceedings of Annual Conference, Bad Segeburg, W. Germany.) It was moved by Jane Hardy, seconded by Mieko Nagakura, that the minutes be accepted as distributed.

Highlights from the Executive Secretary's report to the board were given by Secretary Lowrie. (Attached.)

Treasurer Anne Shafer gave the annual treasurer's report (see attached) and noted that expenses exceeded the 1983-84 allocations. She recommended that a dues increase be considered in order to maintain the Newsletter (postage and printing) and other basic expenses. It was moved by Howard Hall that the report be accepted. Thanks was given by President Cooke to the Treasurer for her three years of service and hard work for IASL.

The World Confederation of Organizations of the Teaching Profession, with which IASL is affiliated, was officially represented by Ken Haycock, Vancouver Canada. He brought greetings and a review of WCOTP's four basic program aims. (See attached.)

Vice President John Wright presented a short report of the meeting of the Assembly of Associations. The group had unanimously agreed to continue the Assembly as well as the "Communique" reporting associations' activities. Although there was no progress report from the Nordic School Library Association re the efforts for a regional European chapter, it is hoped that continuing work will help develop new associations which will become involved in the international programs.

Committee reports were then given.

Research. This report was given by Katie Mungo in the absence of Anne Taylor, chair. The full report is attached since the survey on future conferences made by this committee and included in the report is an important piece of information for all members. Frequency, format and membership are discussed.

Minutes of the Annual General Assembly
IASL
Page 2

UNESCO gift book program: In the absence of the chair, Lucille Thomas, her report was read by Mungo and is attached. This continues to be a major project of the association and a voluntary collection was again taken at the meeting netting over \$200. The goal for this year is \$1000. All members and associations are urged to participate and publicize.

At this time President Cooke announced the chairs for 1984-85 committees: Research, Anne Taylor (N. Ireland); Nominating, Sigrun Hannisdottir (Iceland); Publications, Ann Parry (Australia); Membership, Alice Nelsen (U.S.A.). The new Public Relations chair will be announced shortly.

The president appointed Gladys Caywood and Margaret Ross tellers for the election and voting on by-laws changes.

Betty Korpela, chair Nominating committee 1983-84, presented her report (attached). There were no nominations from the floor. Ballots were distributed earlier and collected and tabulated at this time. The following were elected:

Treasurer - Howard Hall (U.S.A.)	Directors: Mieko Nagakura (Japan)
	David Elatoruti (Nigeria)
	Peter Mwathi (Kenya)
	Kim Siong Wong (Malaysia)

The following changes in the By-laws, recommended by the board in 1983 and previously printed in the Newsletter, were presented and voted upon.

Article III, Section 2, Annual

delete last sentence which reads "As a rule such a meeting shall be held at the time of the annual conference of the World Confederation of Organizations of the Teaching Profession" (no longer applicable).

Article IV, Section 3, Regular Meetings

A regular meeting of the Executive Committee shall be held without any other notice than this by-law at the same time as the annual meeting of the members.

Article V, Section 1, Officers

add new section;

D. The immediate Past President shall remain on the Board of Directors for one year on a consultant basis.

All were accepted without dissent.

Minutes of the Annual General Assembly
IASL
Page 3

New Business

Vice-President Wright presented on behalf of the board a plan to change the financial dues beginning July 1, 1985:

- (a) Associations would pay a flat fee which would be three times that of individual members.
- (b) Personal and institution memberships would be raised to \$15.00.

A division of the question was called for. The Proposal for a flat fee for associations was defeated. A request for counting of votes on the other questions was honored. The increase for individual and institutional dues to \$15 was approved (44 for, 2 against, 2 abstentions). It was moved by Ann Parry and seconded by Shirley Wright that the base rate for Associations be \$20 with a sliding scale based on membership. Carried (36 for, 4 against, 5 abstentions).

Val Packer moved on behalf of the board that each person, institutional or association member shall be entitled to one (1) vote. Seconded by Eugene Burdenuk. This would delete the current sliding scale for association votes. Carried (44 for, 0 against, 5 abstentions).

President Cooke then presented a policy statement which had been drafted by the board and endorsed by the Association Assembly. After some friendly editorial changes, it was moved by Alice Nelsen, seconded by Ken Haycock that the following statement become policy.

The International Association of School Librarianship fully supports the International Convention on the Elimination of All Forms of Racial Discrimination, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights and the Universal Declaration of Human Rights. Furthermore, as an affiliate of WCOTP and holding a Category C in UNESCO, the International Association of School Librarianship endorses the policies of these organizations concerning political recognition of a country and concerning the policy of apartheid.

Therefore, IASL excludes from membership any association which does not subscribe to the above covenants and any individual member of such countries from holding office in IASL.

Carried (43 for, 0 against, 2 abstentions).

Minutes of the Annual General Assembly
IASL
Page 4

Announcement was made of several articles on the efforts to establish an international seminar for the development of school media service in elementary and secondary education in developing countries which IASL has been supporting. These were three papers presented at a Meeting of the Education Dept. of the World Bank. These papers are available through Resources in Education ERIC (Hodges ED 238 450; Mahar ED 239 616; Ogunshye ED 239 615). Further reference can be found in SCHOOL LIBRARY JOURNAL, March 1984, pp. 113-117. The content and information on media centers and the needs of developing countries will be of interest to all IASL members.

Resolutions:

The following resolution was presented by Ken Haycock and endorsed unanimously.

Be it resolved that IASL shall communicate to the appropriate organizations and government officials its grave concern regarding the proposed withdrawal from UNESCO by the United States and urge its member associations to do likewise.

The resolution of thanks was presented by Director Shirley Coulter and accepted with a standing ovation.

Be it resolved that the delegates assembled at the 13th annual conference of the International Association of School Librarianship extend a sincere thanks and appreciation to the Hawaiian Association of School Librarians and to their co-hosts of this successful event: The Kamehameha Schools, the Dept. of Education, State of Hawaii, including the multimedia Services Branch and the Public Library System; the Graduate School of Library Studies and the College of Education, University of Hawaii; and to the multitude of friendly Hawaiians who have been so helpful and hospitable -- Mahalo Nui! and Aloha!

The meeting was adjourned.

Jean E. Lowrie
Executive Secretary

PRESIDENT'S REPORT 1984

The first year in office is never an easy one as one tries to establish rapport with colleagues and tries to bring some personal style to the position.

My first year was clouded with the withdrawal of the Danish Association of School Librarians from membership. Whatever the reasons it brought personal sorrow and genuine disappointment from all the Board, for we all recognize that the Danish Association has been a strong supporter of the ideals we stand for in IASL. But we must not let this setback hold us up from getting to grips with the challenge facing us as an Association over the next few years. As I said at the AGM in Bad Segeberg, we have some priority tasks ahead of us.

- (1) We need to grow in both membership and activity.
- (2) In that activity we need greater involvement of the general membership.
- (3) We need to develop our relationship with other international associations.

To further these ends during the course of the year, we have strengthened our working committees, including a new one with direct responsibility for Membership Development. In the Newsletter we have appealed for active participation in the work of these committees by all members and that appeal still stands. Our activity cannot grow without your support. We have set up a small committee to analyse and revise the By Laws and Procedures. Over the years we have made a few changes, but we felt the time had come to make sure that this important document reflected the varied needs of our membership around the world. It is proving a long and time consuming exercise, but we hope the end product will serve the future needs of the Association better.

The Research and Statistics Committee has circulated a survey on conferences, which I hope you have all had a chance to respond to. The results of this survey will be given later.

The Association Assembly is now firmly established as part of our conference framework. This is a forum giving the association members an opportunity to influence the work of IASL and we will hope to continue to strengthen this input.

This year we welcomed a new Editor for the Newsletter and I hope you will agree that Judith Higgins has settled in quickly, and we have all benefitted from the fruits of her labours, but I am sure Judith would agree with me that the Newsletter also needs active participation from the membership. There are many ways you can help here so do contact Judith with your ideas.

This year also we accept the resignation of our Treasurer, Anne Shafer. She has served us well bringing a forceful view to our book keeping and giving us a firm foundation to build on as far as the structure is concerned. I am sure she would (and may well yet) tell us that our finances are not strong and we need to increase our funds so that we can afford the activity we would all like to see.

On your behalf I thank Anne for her service and hope, that though no longer in office, we shall still see her at future conferences.

Our chief visible outreach activity is through the UNESCO Book Coupon Programme. We have produced a new leaflet for this project this year and if you are unfortunate enough not to have seen one, make sure you do not stay deprived, as they are available at the conference. We have distributed funds to a school in the Philippines this year and you have information about this in the Newsletter.

As an Association we do not expect to create Drama and there have been no major leaps forward this year, but we are facing the challenge of what we stand for and what we hope to achieve in the next decade but we need your help in formulating our objectives, identifying a crew who are prepared to work to achieve those objectives. During this next year let me welcome you aboard as one of the crew, you will certainly find it more demanding than being a passenger, but more rewarding also.

From this conference I go on to Japan to represent the Association at the 24th National Conference of the Japan School Library Association. I will take your fraternal wishes to them and look forward to seeing many of you in Jamaica next year.

Michael Cooke
President

REPORT OF IASL EXECUTIVE SECRETARY 1983-1984

1983-84 has been a year of change with a new president and vice-president and with membership concerns about the association. It has been a year in which we attempted to find new directions for IASL, to organize new committees, to create new PR visibility activities. This office (which moves between Kalamazoo and Florida in the winter) has tried to support these activities to the best of its ability.

New membership brochures, stationery and publicity sheets were designed by the WMU graphics department. The new membership committee has taken over the responsibility of checking out persons who have not paid dues for two years or more, sending notices and publicity and otherwise planning a concerted effort in this field.

As the Board indicated last year \$1000 of the money from the Canadian conference has been earmarked for a revolving conference planning seed fund. In addition we were able to purchase a \$5000 Certificate of Deposit. The extra money from the 1982 conference was used to help defray expenses for the membership drive.

It has become most evident that our association needs to rethink its goals and to devise a medium term program for 3 to 5 years. To this end a special column was prepared for the April Newsletter. Input from members at both conferences and thru correspondence is necessary to give us a sense of where we should go next.

The publication program has been stymied this year and this has been an excellent source of income for us which we must reevaluate. What is needed here? Unless we can strengthen this phase of our work our visibility will diminish rapidly and our budget will suffer. Again membership must become involved. One or two people cannot do all the work here. Granted distance is a problem, but that can be overcome by dedicated committee work. A new publication brochure was developed with the chair of the PR Committee in the hope that this would publicize more adequately our current holdings, especially conference proceedings.

Unpaid volunteer service is both a strength and a weakness in an international organization. A weakness because it means long hours and extra work on top of what is often more than a fulltime job. A strength because the contribution which is made comes from a sense of professional responsibility and brings a creative and mature response from members.

The expansion of the number of directors should increase our visibility but it will also call for closer planning by the entire board and more communication among the board during the year. Letters and memos from the President and the Executive Secretary do need to be answered!

Executive Secretary's Report for 83-84

Page 2

The question of regional associations and/or IASL chapters must be settled as quickly as possible. Your executive secretary has attempted this year to help move thinking along this line in a positive direction but it has been a difficult year - one of our growing pains, I'm afraid. The economy of the times suggests too that in order to have greater participation from many countries, we must explore the possibility of regional groups, of biennial conferences of expanding means of communication. A propos of this, is the Newsletter sufficient in its communications and objectives, do we need to pursue the possibility of a journal or both?

With the change of status within Western Michigan University of the School of Librarianship, it is necessary for IASL to look elsewhere for the kind of printing (at cost) and postal services which we have enjoyed these past 10 or so years. Your executive secretary has been exploring this and recommends that:

1. bids be gotten from several printing sources for the Newsletter and other reproduction needs.
2. the use of a P. O. box be implemented and the rental for such be included in the budget.
3. that an increase in dues both personal and association be made.

In addition with Sandy Burgess now holding a full time job, adjustments on work schedules and IASL activities have to be made. A fringe benefit has been the use of an Upjohn NBI word processor for the Newsletter. We are most grateful to Sandy's husband John for assuming many of the duties such as mailing, stuffing, etc., etc., but the work load needs evaluating (dividing?).

During the year we have updated the listing of IASL in international publications such as Educational Media Yearbook, Bowker Annual, International Conferences Directory, Books in Print, New Zealand Reference Manual for CHYPS, and the United Schools International Arab Region Office listing. Further contacts in many countries are needed. Board members could assist here.

During this year work was begun on an index of the Proceedings (Mungo-Research). This should be of great value not only to members but to many other groups as well. A long needed project which the Executive Secretary will assist in bringing to fruition. The other project of the Research committee re conferences will also be of assistance to the Board and membership.

Executive Secretary's Report for 83-84
Page 3

The Nominating committee has been working under semi-revised directions this year and we hope for a really well defined procedure to come out of this at the annual meeting of the board. Another growing pain which we accept - but would like to outgrow as quickly as possible.

This office has continued to coordinate committee efforts with information, typing, mailing, etc. The amount of correspondence grows each year. And the overall work has become almost a full time job. Again plans need to be begun for the time when an office and full time staff - fully compensated for its work - will be a necessity. At present the office files, archives etc. are all located in the secretary's basement office or at Sandy's. A merger will someday be unavoidable if the association grows and expands its activities. Five years from now is not out of line for overall planning re this. Perhaps a subcommittee from the board should be organized to study this. These are some of the questions which I see must be answered and included in a 3 to 5 year plan:

- (1) Location of the Executive Secretary's office, cost of administering such, including secretarial help, files, printing, typing, phone, etc.
- (2) Priority objectives of the association, i.e., publications, regional conferences, workshops and/or consultant services, research, chapter developments.
- (3) Financial objectives, dues patterns, grant requests, support for programs which will retain members.
- (4) Involvement of more members --- Evaluation of programs, i.e. what are we doing for members? What do they want from IASL?
- (5) How do we identify leaders in various countries who can and will serve as IASL liaison persons; continuity of interest is one of the biggest problems.

To this end a questionnaire was sent out to all board members and committee chairs this spring. Hopefully this will also be discussed by the Association Assembly delegates. The summation of all responses should give some guidance toward the future.

There are, therefore, two major tasks facing the Association: (1) plans for long range program with priorities; (2) analysis of the office (administration) of IASL. These are not insurmountable tasks but they must be accepted and acted upon.

Man cannot discover new oceans unless he has the courage to lose sight of the shore!

Jean E. Lowrie

[JEL/slb]

COMMITTEE CHAIR ROSTER 1983-84

Public Relations:	Ruth Waldrop
Research & Statistics:	Anne Taylor
Membership:	Alice Nelsen
Publication:	Ann Parry
Nominations:	Betty Korpela
IFLA School Library Liaison and UNESCO Book Program	Lucille Thomas
Annual Conferences	Immediate past chair, current and future chairs of conferences plus President and Executive Secretary

Budget, Funding, Computer Study and Latin American/Caribbean
ad hoc committees need to be re-evaluated.

FINANCIAL REPORT - IASL

July 1, 1983 - June 30, 1984

<u>Income</u>	<u>Budgeted</u>	<u>Actual</u>
Memberships		
a. Associations	\$ 400.00	\$ 400.00
b. Individuals	4,500.00	4,483.79
Sale of Publications	1,000.00	1,405.80
Contributions and Royalties	300.00	1,855.29
UNESCO Project Gifts	--	193.33
Conference Income	--	7,940.00
	<u>6,200.00</u>	<u>16,278.21</u>
<u>Expenditures</u>		
Secretarial	1,300.00	1,301.63
IFLA Dues	300.00	201.68
WCOTP Dues	70.00	140.76
President's Expense	150.00	416.08
Printing (includes duplicating and photocopying)	800.00	2,170.25
Filing Tax Exempt Status	5.00	5.00
Newsletter		
a. Clerical (typing & paper)	150.00	12.50
b. Postage	1,700.00	2,139.64
c. Editor's Expense	100.00	92.60
Proceedings		
a. Printing	150.00	--
b. Postage	450.00	456.25
Collection Charges for Checks	25.00	42.30
Telephone & Miscellaneous Office Expense	600.00	635.87
a. Telephone 4.86	} 635.87	
b. General Postage 327.80		
c. Miscellaneous 303.21		
Executive Secretary's Expense	200.00	124.76
Conference Contingency	200.00	1,000.00
	<u>6,200.00</u>	<u>8,739.32</u>
<u>Additional Expenses from Other Accts.</u>		
Judith Lynn (design stationery & brochure)		200.00
McVicker & Higginbotham (UNESCO brochure) (1197.00 + 113.50 + 108.35)		1,418.85
American Library Assoc. (mailing labels for UNESCO project)		45.00
Marco (Convention notebooks)		235.98
UNESCO Cooperative Action Program (Gifts collected with dues)		193.33
		<u>10,832.48</u>
Total Expenses		<u>10,832.48</u>

Financial Report - IASL
Page 2

Checking Account Balance

June 30, 1983	\$ 1,746.48
Total deposits 7/1/83 to 6/30/84	+9,903.21
	<hr/> 11,649.69
Total checks written (expenses)	-10,832.48
	<hr/>
June 30, 1984	\$ <u>817.21</u>

Savings Account Balance

June 30, 1983	\$ 4,379.13	
Canadian Conf. receipts	+10,000.00	(Canadian \$)
CD Interest	+ 1,070.45	
Savings Acct. Interest	+ 486.59	
	<hr/>	
Sub total	15,936.17	
Less withdrawals	-8,707.84	
	<hr/>	
		<div style="display: inline-block; vertical-align: middle;"> <div style="font-size: 3em; vertical-align: middle; margin-right: 5px;">{</div> <div> 2600.00 Canadian Exchange 5000.00 New CD 1565.00 Transfer to Checking 82.84 Bank Inter- est Error </div> </div>
June 30, 1984	\$ <u>7,228.33</u>	

Current Resources

Certificates of Deposit:	
Wales Conference	\$10,000.00
Canadian Conference	5,000.00
Current Savings Balance	7,228.33
Current Checking Balance	817.21
	<hr/>
	<u>\$23,045.54</u>

Anne Elise Shafer
Treasurer

Audited by:

Robert A. Doepp
Mathematics Department
Evanston Township High School
Evanston, Illinois
July 13, 1984

Proposed Budget 1984-85

<u>Income</u>	<u>Budgeted 1983-84</u>	<u>Actual</u>	<u>Proposed</u>
Membership			
a. Association	\$ 400.00	\$ 400.00	\$ 500.00
b. Individual	4,500.00	4,483.79	5,000.00
Sale of Publications	1,000.00	1,405.80	1,400.00
Contributions	300.00	1,855.29	300.00
UNESCO Project Gifts	--	193.33	--
Conference Income	--	7,940.00	<u>1,000.00</u>
			<u>\$8,200.00</u>
<u>Expenditures</u>			
Secretarial	1,300.00	1,301.63	1,300.00
IFLA Dues	300.00	201.68	300.00
WCOTP Dues	70.00	140.76	100.00
President's Expenses	150.00	416.08	150.00
Printing (includes duplicating & photo- copying)	800.00	2,170.25	1,300.00
Filing Tax Exempt Status	5.00	5.00	5.00
Newsletter			
a. Clerical (typing & paper)	150.00	12.50	150.00
b. Postage	1,700.00	2,139.64	2,200.00
c. Editor's Expense	100.00	92.60	100.00
Proceedings			
a. Printing	150.00	--	150.00
b. Postage	450.00	456.25	450.00
Collection Charges on Foreign Checks and Bank Charges	25.00	42.30	45.00
Office Expense	600.00	635.87	650.00
a. Telephone			
b. General Postage			
c. Miscellaneous			
Executive Secretary	200.00	124.76	200.00
Public Relations Committee	--	--	100.00
Conference Contingency	200.00	1,000.00	<u>1,000.00</u>
			<u>\$8,200.00</u>

Anne Elise Shafer
Treasurer

THE WORLD CONFEDERATION OF
ORGANIZATIONS OF THE TEACHING PROFESSION (WCOTP)
BRINGS GREETINGS TO THE
INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)
1984 JULY 29

Ken Haycock, Official Delegate

It is my great pleasure to bring greetings to you on behalf of Jim Killeen, President, and Norman Goble, Secretary General, of the World Confederation of Organizations of the Teaching Profession (WCOTP). I am particularly proud as a Canadian, and as a citizen of the Pacific Rim, to bring these greetings from a Canadian President and a Canadian Secretary General.

The World Confederation of Organizations of the Teaching Profession is the youngest of the teacher internationals. It is also the most broadly based, and the most truly a teacher organization, both in its membership and in its purposes.

The WCOTP was founded in 1952 to promote the world-wide unity and solidarity of teachers in working for improved status, and also to work for improvement in the quality of education. Those are still its principal goals: to protect and advance the rights and the welfare of teachers through collective action and to improve the educational opportunities provided by public school systems. The organization believes that they are inseparable goals. A free, democratic education can only be provided where teachers are free to teach; and the freedom of teachers to teach can only be maintained where teacher unions function freely and democratically to protect and improve the status of teachers.

The WCOTP was founded in order to create a non-aligned, non-partisan political force in the service of these goals and continues to maintain that non-aligned orientation. The WCOTP has 7 1/2 million members in 140 organizations in 87 countries. The IASL itself is an associate member affiliated with the WCOTP.

Unlike the other internationals, WCOTP itself was created by teachers, for teachers, not by a politically oriented trade union international. It remains completely independent and self-governing, believing that teacher policies can and should be enunciated by teachers themselves, in consultation with others, but not in obedience to them. All of its members work in education. Unlike other international organizations, WCOTP admits only organizations which show that they are autonomous, democratically controlled, and broadly representative of teachers at the national level. In Canada, the Canadian Teachers' Federation is a member and in the United States, the National Education Association. The cost per individual member is only 30 cents per year.

Any individual in a member organization is welcome to address general questions to the head office staff in Switzerland. (Note: World Confederation of Organizations of the Teaching Profession (WCOTP), 5, avenue du Moulin, 1110 Morges, Switzerland. Cable: Teaching, 1110 Morges. Telephone (021) 71 74 67. Telex 458 219 WCTP.)

WCOTP believes in action. It acts in four ways:

* WCOTP presents an independent, non-aligned teacher viewpoint to the major inter-governmental organizations, including the United Nations and its various agencies, UNESCO, the International Labour Organization, the Organization for Economic Cooperation and Development, the Council of Europe and various other regional bodies, and also to major non-governmental organizations interested in education. It maintains continuous contact with such bodies, rather than merely making occasional declaration. In this regard, the WCOTP urges IASL and its individual and organizational members to join with the American Library Association and the National Education Association, the largest single member of the WCOTP, to protest the proposed withdrawal of the United States from UNESCO. Without vital U.S. involvement and support, UNESCO will not be able to continue the "education for all" and "literacy" campaigns developed in response to needs articulated by librarians and educators. UNESCO has also been a good friend of teacher-librarians worldwide.

* WCOTP works to build consensus among its members, recorded in a collection of clear, strong statements of policy, formally approved by Assemblies of Delegates and placed on public record, saying exactly where it stands on a wide range of matters of concern to teachers. It does not change its policies or its colors to suit its audience. Policy statements have been prepared on women in education, the handicapped, youth and the unemployed--and a draft statement prepared by IASL on school libraries in education will be considered next month at the biannual conference in Togo. This is particularly important since the WCOTP maintains Class A status with UNESCO and must be consulted on all matters related to education.

* WCOTP works to defend the rights of teachers by intervening when requested to support those whose rights are under attack, by organizing pressure from around the world in defence of the victims of repression, and by seeking redress through the ILO, UNESCO, and various United Nations agencies. This is done through moral suasion working with embassies throughout the world, through lobbying, and through crisis intervention.

* WCOTP works to strengthen the teacher union movement by training leaders at all levels in the techniques of organization and collective action and in the skills of leadership and management, by a continuous program of seminars and workshops to highlight educational issues, and by promoting bilateral and multilateral cooperation among its members. Most recently, a major conference was held in the Cameroons on the future of education in Africa and half of the delegates came from teacher organizations and half from ministries of education.

The WCOTP also strives to promote international understanding, peace and disarmament, justice and equality, and the elimination of all forms of discrimination. It works with complete openness, with full declaration of its objectives, full publication of all information about its membership, and full disclosure of the sources and the use of all its funds.

Accounts from every continent tell of severe setbacks to educational progress. Some are unavoidable effects of the world economic crisis, which has had its gravest impact in the poorest countries. Too many, however, are the result of deliberate government decisions--budget cuts and retrogressive policies which favour privatization and privilege, policies which take from the poor to help the rich, priority decisions which subvert the goals and undermine the quality of the public school systems in which overburdened teachers are trying to meet the needs of the majority of future citizens. Unwise and short-sighted political decisions are driving teachers into unemployment now and guaranteeing future unemployment for millions of their students. With growing concern the WCOTP observes the diversion of resources away from education in country after country, as governments parade their splendid new weapons past their dilapidated schools.

As the principal defenders of the public schools, teachers and their unions also come under fire. Daily there are reports from members of deterioration in the working conditions of teachers, of direct attacks on bargaining rights, and of the repression of activities.

This is the 200th anniversary of the birth of Simon Bolivar, who fought against injustice and oppression in the Spanish American colonies. It is a bitter irony that nations which won their independence through the movement that he inspired have become a byword of vicious repression. "Our first needs," said Bolivar, "are morality and enlightenment." In the shadow of his statues, teachers who seek those goals are imprisoned, tortured, and murdered.

If we acquiesce in the trend of erosion of public education, if we yield to the attacks on our organizations, if we forget the call to morality and enlightenment, if we prove wanting in determination and courage, our era may well be remembered as a time of decline, decay, and disappointment.

But we cannot acquiesce. We cannot accept the cynical defeatism that argues for abandonment of the goal of an equal society and seeks refuge in selfish aims.

We cannot close our eyes to the needs of the world's 900 million illiterates facing the onrush of technological and social change. We cannot turn our backs on the 250 million children around the world who have no access to any schooling at all. We cannot ignore the fact that the real challenge to the achievement of excellence in education is the need to develop the public school system, in all countries, to

the point where teachers have a decent chance to respond effectively to the unmet needs of every sector of society. The resources to achieve that exist. Our task is to secure their proper application.

These are the concerns that make up the WCOTP.

WCOTP stands firm in its fight to save the public school and to secure the rights of teachers to fair and decent conditions of employment, freedom of association, and freedom of bargaining.

The WCOTP will continue to work hard on behalf of all of its members and to promote WCOTP's unofficial global motto:

"TEACHERS MEETING TEACHERS"
"TEACHERS WORKING WITH TEACHERS"
"TEACHERS HELPING TEACHERS"

May we all enjoy a successful conference
and useful deliberations.

REPORT OF THE RESEARCH AND STATISTICS COMMITTEE, 1984

At the Bad Segeberg Conference three areas for investigation were isolated by the Research and Development Committee:

- (1) an inquiry into the attendance at, the frequency of and the location of conferences. (Anne Taylor)
- (2) the compilation of an inventory of existing papers, research etc. in the area of school libraries. (Katie Mungo)
- (3) images of Canada presented in juvenile fiction. (John Wright)

The first of these has been completed and presented to the Board. To those who returned the questionnaires a warm thank you. The second has been initiated and a questionnaire is now ready for circulation. It is hoped that there will be a prompt and full response. The third area of interest is still being considered, but pressure of work this year has prevented John Wright from doing much specific work here.

The committee is always pleased to hear of new or on-going research. Professor Overduin of South Africa has now joined the committee and it is hoped that when he has finished the investigation on which he is presently engaged he will become involved in a specifically IASL project.

The training of school librarians might be a useful area for IASL to look at. In the U.K. there is the vexed question of the trained librarian versus the trained teacher. A start might be made by looking at what is done in teacher-training institutions, both in elective courses and in courses aimed at the whole student body. I would be willing to start something here if IASL feels that this is worth doing.

My thanks to Katie Mungo for presenting this report, and my regrets go to IASL Board and membership that I was unable to attend the Hawaii Conference. I look forward to Jamaica in 1985.

An Analysis of IASL Conference Attendance

Prepared by Anne Taylor for the Research and Statistics Committee.

At the IASL Board Meeting in Bad Segeberg, July 1984, it was proposed that the Research and Statistics Committee should undertake an investigation into the reactions of members of IASL to the present arrangement of annual international conferences. Consequently a questionnaire was circulated in the spring of 1984, copy attached, asking for responses to attendance at, frequency of and location of conferences. The following results are presented for the consideration of the Board.

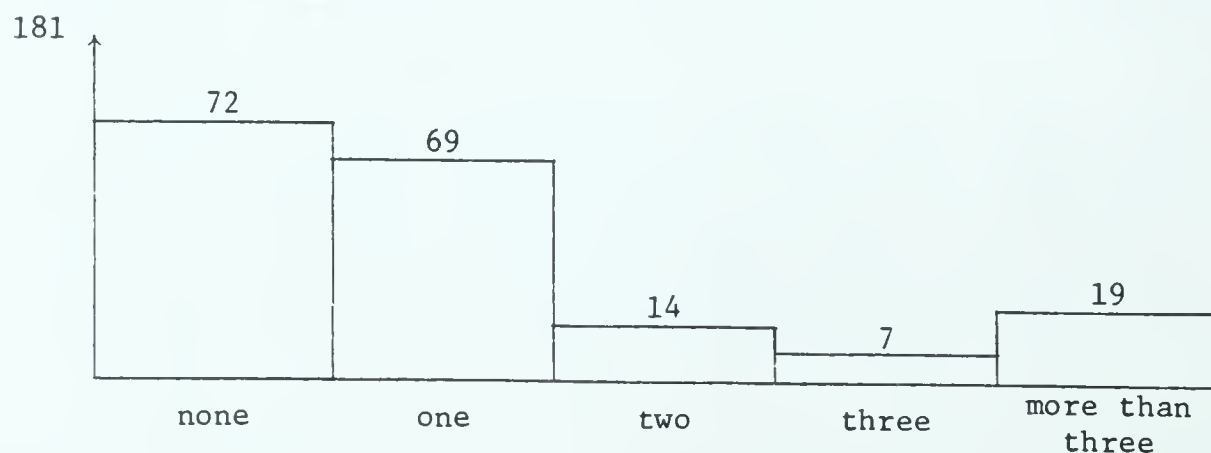
A total of 184 returns were received, three of which arrived too late for inclusion in the coding. Considering the negligible response to A Call for Research which went out from the sub-committee in 1983 this was a gratifying response.

The first question asked for the region in which the member lived. This produced the following table:

	Frequency	Percentage
North America	101	56
Latin America	1	1
The Caribbean	3	2
Europe	27	15
Africa	10	6
Australia and New Zealand	25	14
The Pacific Islands	8	4
The Far East	5	3
The Middle East	1	1

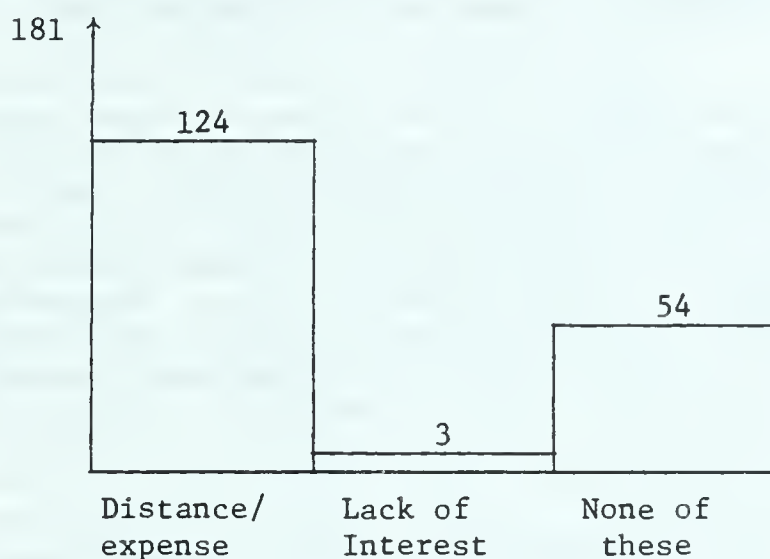
The question on the number of conferences attended showed, as might be expected, that of those who had attended, the highest figure was for those who had attended only one conference, while the highest response of all was from those who had not attended any. The following histogram illustrates the spread.

Numbers attending conferences



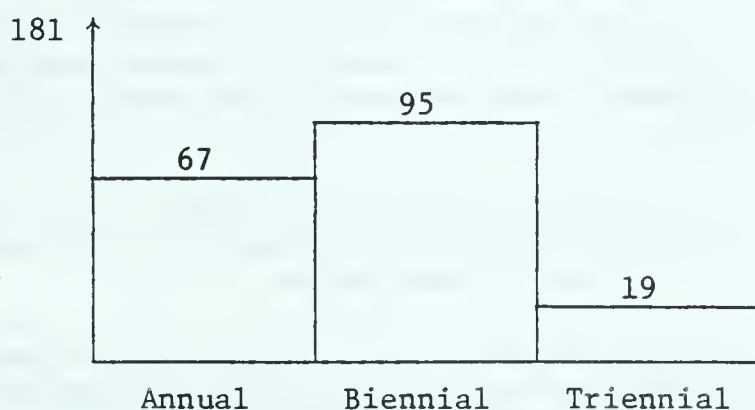
Reasons for non-attendance were considered under the headings of distance/expense involved, lack of interest in the conference, none of these. Again as expected the highest figure came under distance/expense involved, 124 or 69%. Only three expressed lack of interest in the conference.

Reasons for non-attendance at conferences



Members were then asked to express their preference on the frequency of conferences, annually, biennially or triennially. The highest response was for a biennial conference, a result which bears out the expense factor demonstrated above.

Conference frequency preferences



The next question asked for a response to one of five alternatives for the conference frequency. Those who favoured an annual conference, as at present, totalled 41, or 23%, with 140 (77%) against. In favour of a biennial conference, with no meeting in the alternate year, 35 (19%) were in favour, 146 (61%) against. A biennial conference, with a regional conference in the alternate year, appealed to 84 (46%), with 97 (54%) against. A triennial conference with no meetings in the other two years had only two positive responses, while a triennial conference with regional conferences in the other two years appealed to 22 (12%).

Thus it would seem that a biennial conference, with a regional conference in the alternate year (46% in favour) might be worth consideration by the Board, bearing in mind the expense and distance involved in travelling to an international gathering every year.

Opinions were sought on the locations of conferences, with a yes/no response asked for on the three year projection of Hawaii 1984, Jamaica 1985, Africa 1986 (?). 149 (82%) expressed satisfaction with the arrangements.

Many suggestions were put forward for the siting of future conferences. There were 19 blanket mentions of Europe or Western Europe, 2 for Scandinavia specifically, 1 for Greece, 1 for Ireland, 1 for Scotland, 2 for Vienna, 1 each for Budapest, Dubrovnik, Paris, Rome, Madrid, and 2 for London. In the North American continent, Vancouver B.C. had 3 mentions, New York 4 and Washington DC only 1. Mexico City and Panama City were mentioned, also Montreal, Calgary and Nova Scotia. Singapore was suggested as an accessible point for Asian and Australian members especially, and Hong Kong and Sydney, Australia, were mentioned, as well as Japan, Poland, New Zealand and the Indian sub-continent. Lesotho and Swaziland were also named.

As well as naming venues some members made useful comments about the suitability of a centre for IASL's specific purpose, for instance, 'This must depend on whether our local organisation is strong enough to organise such a conference.' and 'Places where best school libraries and library activities can be observed.' One plea was made for timing of conferences as well as siting, to coincide with IFLA, 'to endorse greater co-operation between the individuals in IASL and the institutions represented within IFLA'. One member was puzzled by the cessation from WCOTP: 'Why did IASL decide to hold its conferences separate from WCOTP? When I attended the inaugural meeting in Jamaica in 1972 I understood they were to be the same place each year'. And from a U.K. member came an ominous note: 'There must be regular conferences in Europe if I am to maintain any membership of IASL.'

The general conclusion from these figures is that Europe is a popular area, with North America and Canada attracting a following. This is also, of course, an indication of the spread of membership.

Many of the general comments bore out points already made elsewhere: distance and expense involved in travel, the impossibility of attending annually, the awkward timing of conferences for Australian members. However, the value and intrinsic interest of the conferences was often stressed.

Specific suggestions ranged from the purely practical: 'send out information as soon as possible so that travel arrangements can be made' to pleas for more small group sessions in the conference programme, more sessions dealing with areas of concern for 11-15 year olds and more meetings with authors. Also asked for was historical coverage of children's literature and book illustration. One U.S. contribution suggested that if IASL moves to a biennial conference, then the regional conference be held near the WCOTP conference site.

Torn loyalties can also be a problem: 'The problem for many of the professional librarians is that they need to be concerned with the association/institutional developments (through IFLA) whilst retaining their involvement with the individual school librarians/teachers whom IFLA represents. The few school librarians who rise to positions of prominence within their professional bodies are sorely stretched, both in terms of finance and time. I always find both a tremendous struggle. But the major commitment always has to be to the institutional, for this is where the policy develops, rather than to the individual (although this is where the enjoyment is).'

From New York came a cri de coeur: 'IASL is a very important Association. It must not be permitted to fail, even if it means meeting triennially.' There was appreciation of the study tours, and the opportunity to see how other countries deal with problems. Also some members felt that IASL should focus more on the developing countries and look for areas of help and co-operation. Several contributors asked for conference proceedings to be made available to those who were not able to attend.

There was considerable support for the idea of regional conferences, and some suggestions that conference planners should avoid mid-summer when air fares are highest, though this is not necessarily true world wide.

In general the comments indicated approval of IASL, its work and its conferences. However, a few notes of criticism were sounded, the first from a U.K. member:

'IASL needs to attract more support from national organisations rather than individuals - although they have valuable contributions to make too. The role of IASL in relation to IFLA and its schools sections needs to be completely examined. At present there seems to be no clearly established role for IASL as a policy-producing body. Meetings of sub-groups of IASL (such as the Scandinavian one) could help. A sub-group from the UK and/or EEC countries could be a good idea. At the moment IASL is still regarded in certain quarters as too American-based. The venues for the 1982, 1984 and 1985 conferences seem to confirm this.'

From a member in Vancouver came these points:

'The conference at present seems to (1) represent not 'grass roots' school librarians but rather administrative types. The question is how much literature regarding IASL ever reaches practising school librarians. Perhaps greater communication through national school library associations would be useful.

(2) IASL conference proceedings and other publications should be made available through national school library associations e.g. Canadian School Library Association, and through teacher associations.

(3) International level conferences are wonderful - they are extremely important to continue. Recognizing the role of school librarians and teacher-librarians is significant. Perhaps a proper journal would

benefit international school library needs. If an editorial board were organized my husband and I would be willing to contribute. Articles concerning school libraries in other nations at present cannot be located.'

And from another Vancouver member came a cautionary note about conference content:

1. Conference organizers seem to accept virtually every proposal (poor).
2. Conference programs seem to offer more to local teacher-librarians than to international conference-goers (much is pretty low level).
3. In depth exploration of issues is preferred to school tours and and one hour of 'How we do it good in Outer Mongolia.'

And finally from Australia a few points in support of maintaining the status quo:

'Keeping the present arrangements has the following benefits -

1. Different countries get an opportunity to host a conference and an incentive to improve their facilities and services.
2. The majority of participants would be from the host country. The advertising and the prestige of an international conference would increase community awareness and publicise the presence and contribution of the library in that country.
3. Countries would get a turn once every 10 or 15 years depending on the availability of suitable venues.
4. It would be desirable to send different representatives to different countries to give multi-cultural experience to a greater cross-section of interested professionals. Enriched by the culture of others they would have a valuable contribution to make on their local scene.'

Conclusions

What then are the conclusions to be drawn from the survey? Are we to sit back smugly, content with 'the best of all things in the best of all possible worlds', or are we to re-assess critically our position and our contributions to the people we aim to serve?

- (1) If the sample returns of the questionnaire are indicative of the geographical spread of IASL membership, then there should be a positive drive to increase awareness of the organisation worldwide. In Western Europe alone one looks in vain for France, Italy, Spain, Switzerland, and Eastern Europe is totally unrepresented.

- (2) Frequency of conferences. Positive reactions to the idea of biennial conferences with regional gatherings in the alternate years should be considered seriously, especially in these years of economic stringency.
- (3) Locations. There are so many factors to be borne in mind in selecting locations that one cannot be prescriptive here, but it seems that there is a feeling that locations are too centred on the American continent.
- (4) General. The format of conference might well be looked at: more small groups, fewer formal lectures, greater selectivity in programme planning are indicated. Wider distribution of published material would also be useful. It is hoped that, as requested by some members, this report will be circulated to all IASL members.

* * * * *

(There follows a representation of the questionnaire showing the topics addressed and choices provided. Only the shaping on the page has been modified.)

An Inquiry into IASL Conference
Attendance, Frequency and Location

PLEASE INSERT A TICK IN THE APPROPRIATE BOX

Name

Address

Region	North America <input type="checkbox"/>	Africa <input type="checkbox"/>
	Latin America <input type="checkbox"/>	Australia and New Zealand <input type="checkbox"/>
	The Caribbean <input type="checkbox"/>	The Pacific Islands <input type="checkbox"/>
	Europe <input type="checkbox"/>	The Far East <input type="checkbox"/>

1. ATTENDANCE

(i) How many IASL conferences have you attended? NONE ☐
ONE ☐ TWO ☐ THREE ☐ MORE THAN THREE ☐

(ii) Were your reasons for non-attendance DISTANCE INVOLVED ☐
EXPENSE INVOLVED ☐ LACK OF INTEREST IN CONFERENCE ☐
NONE OF THESE ☐

2. FREQUENCY

(i) How often do you think the IASL Conference should be held?
ANNUALLY ☐ BIENNIALY ☐ TRIENNIALY ☐

(continued on next page)

2. FREQUENCY (continued)

(ii) Which of the following alternatives would you favour?

	YES	NO
(a) A biennial IASL Conference with no meeting in the alternate year.	<input type="checkbox"/>	<input type="checkbox"/>
(b) A biennial IASL Conference with a regional conference in the alternate year.	<input type="checkbox"/>	<input type="checkbox"/>
(c) A triennial conference with no meetings in the other two years.	<input type="checkbox"/>	<input type="checkbox"/>
(d) A triennial conference with regional conferences in the other two years.	<input type="checkbox"/>	<input type="checkbox"/>

3. LOCATION

	YES	NO
(a) Are you content with the present and projected conference locations?	<input type="checkbox"/>	<input type="checkbox"/>
(b) If not, where would you propose the siting of future conferences to ensure wider world coverage?		

4. GENERAL

Please enter below any general comments which you feel might be helpful to the planners of future conferences.

PLEASE RETURN TO: Anne Taylor
2 Greystown Close
Upper Malone
BELFAST BT9 6UW
Northern Ireland

IASL/UNESCO GIFT BOOK PROGRAM

Annual Report - July 1984

Lucille C. Thomas, Chair

August 1983 Amount Brought Forward	\$ 945.00
8/83-7/15/84 Donations	<u>1036.00</u>
7/15/84 Balance on Hand	1981.00

* * * * *

IASL received \$2000 from the Public Liaison Division of UNESCO to promote our gift book program. This amount was forwarded to the treasurer. We spent \$1500 for printing the brochure and postage and handling. There is a balance of \$500 to be used for promotion.

Brochures were mailed to members of the following organizations:

1. ALA International Relations Roundtable
2. Friends of IBBY
3. Children's Book Council
4. Canadian School Librarians Association (Labels courtesy of Shirley Coulter)
5. IASL

Unfortunately these mailings yielded few contributions. In order for us to demonstrate that our program has been revitalized, I need the assistance of the members of the Board.'

RECOMMENDATIONS

1. Assign each Board member to one or more IASL affiliates to urge promotion of program and to solicit contributions.
2. Solicit contribution from at least one publisher or other funding source.
3. Urge schools in your area to promote the program.
4. Ask each IASL member to pledge \$? .

Please send me copies of your correspondence. This will keep me informed about your efforts.

GOAL: TO COLLECT \$5000 for the program by July 1985.
(We can make this happen!)

NEWS

1. We are in constant touch with the school which received our donation of \$1000 last year.

Ministry of Education, Culture and Sports
Region VI - Western Visayas
POTOTAN VOCATIONAL SCHOOL
Pototan, Iloilo
Philippines

2. Names of students interested in being pen pals is being published in the Newsletter.

REPORT OF THE NOMINATING COMMITTEE

Honolulu, Hawaii, 1984

The I.A.S.L. Nominating Committee consisted of Ms. Nobuko Inagaki, Tokyo, Japan; Dr. Laurie McGrath, East Perth, Western Australia and Chairman, Betty Korpela, Astoria, Oregon, U.S.A. The committee submits the following nominees as candidates for the Directors' positions and the Treasurer for a three year term.

Director, Japan: Mieko Nagakura
Kawasaki-shi, Japan

She is the Senior Officer at the National Institute for Educational Research, Tokyo, Japan and is presently completing one term as Director from Japan.

Director, West Africa: David Elatoruti
Ibadan, Nigeria

He is a Media Librarian at Abadina Media Resource Center, University of Ibadan, Nigeria and is presently completing one term as Director from West Africa.

Director, East Africa: Peter Mwathi
Nairobi, Kenya

He is the Assistant Librarian, Reference Services, Kenyatta University College, Nairobi, Kenya. Mr. Mwathi completed his Master's studies at the College of Librarianship Wales this past winter and had earlier in his career studied at the University of Alberta.

From 1970-75 he was a tutor at Teacher Training Colleges. In addition to his staff position at Kenyatta University College, he has been responsible for a course of training for teacher-librarians.

He attended the 1983 I.A.S.L. Conference in Bad Segeberg, West Germany.

Director, S.E. Asia: Ligaya S. Santiago
(Nominee #1) Manila, Philippines

She is presently a Consultant of the Harris Memorial College Library. Upon graduation from the University of the Philippines and graduate study at the National Teachers College, she started library service in the University of the Philippines Main Library where she worked for two years. For the next twenty-four years as Teacher-Librarian she organized four high school libraries and one community library. Then as Supervisor of the Manila City Schools she supervised twenty-eight high school libraries for eight years. She was also involved in organizing the children's section of eight municipal libraries.

Mrs. Santiago has been a member and officer of many organizations, attended seminars, workshops and conferences, being a delegate to several, and has written several articles on school librarianship in the Philippines.

Director, S.E. Asia: Wong Kim Siong
(Nominee #2) Kuala Lumpur, Malaysia

He holds the post of Head of Department, School Libraries Unit, Ministry of Education, Malaysia and is the person who plans for, co-ordinates and implements all school library activities in the country.

Mr. Wong Siong began his career as a teacher of English. In 1962 he was offered a scholarship to do a one-year course in School Librarianship at the Specialist Teachers' Training Institute in Kuala Lumpur. He has been closely and actively involved in the school library development programme in Malaysia in various capacities.

He has attended many regional and international conferences, is involved in library associations and has a number of publications.

Director, S.E. Asia: Yupin Techamanee
(Nominee #3) Khon Kaen, Thailand

Dr. Techamanee was elected Dean of the Faculty of Humanities and Social Sciences in 1983 and President of Khon Kaen Library Club at the Khon Kaen University. She received her B.A. in Bangkok, Thailand, her M.L.S. at Queens College of the City University of New York and her Ph.D. at Texas Woman's University, Denton, Texas.

She is a member of the Thai Library Association and the American Library Association.

Treasurer: Howard Hall
Balboa, California, U.S.A.

Mr. Hall is Librarian/Media Specialist at Cypress High School and Lexington Junior High School. He received his education at Orange Coast College and California State University at Long Beach with further graduate work at Chapman College.

He is a member of many library associations and has served on their boards and as a committee member. Mr. Hall held the position of treasurer of the Orang County Association of Social Studies for two years.

Respectfully submitted,

Betty Korpela, Chairman
I.A.S.L. Nominating Committee 1984

